WASHINGTON Outlook on Education

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DECISION IN SIGHT FOR THE SCHOOL CONSTRUCTION BILL

After three months of delay during which Congress took a 10-day Easter recess, chances for the Kelley school construction bill (HR 7535) looked about 50-50 at the beginning of May. Among the hopeful signs were repeated assurances from the Speaker of the House, Representative Rayburn of Texas, that the bill would be considered this session, newspaper reports that opposition to the Powell anti-segregation amendment was stiffening, and the rejection by the House of amendments to the federal highway bill that would have removed the Davis-Bacon minimum wage proviso.

A new complication, however, is the announcement by Representatives Kelley and McConnell, both of Pennsylvania, that they will be part of the United States delegation to the International Labor Organization meeting in Geneva, Switzerland, for which they will have to leave at the end of May. Much of the responsibility for managing HR 7535 on the floor of the House falls on them. Their absence would handicap the floor management of the bill.

ATTITUDE OF SPEAKER RAYBURN — As recently as April 25, Speaker Rayburn told NEA President J. L. Buford and other NEA officials that he was in favor of the school construction bill and that it would be considered this session. He expressed concern that adoption of the Powell amendment in the House might stalemate the bill in the Senate. He accepted responsibility for the present status of the bill, but also expressed his earnest desire to get the bill out of the Rules Committee as soon as it is appropriate to do so.

OPPOSITION TO THE POWELL AMENDMENT — Biggest question mark of all is whether a school construction bill can be passed in the House without the Powell anti-segregation amendment. (For pros and cons of amendment see Supplement #3 to March 1956 Outlook). The New York Herald-Tribune for April 29 reported this unofficial sampling of the House vote on the bill and the amendment: If the amendment is not adopted, the bill will probably get 230 votes for passage. This is slightly in excess of the 218 it must have to pass. The Herald Tribune story also reports 155 Democrats and Republicans "committed" to vote against the Powell amendment in addition to between 80 and 90 opposition votes from Southern members of the House.

DEBATE ON HIGHWAY BILL SIGNIFICANT

One source of opposition to the Kelley bill has been the attitude of Representative Barden of North Carolina and those of his colleagues who wish to remove the minimum wage requirement from the bill. However, on April 27, the House passed a $50 billion highway bill in which, for the first time, the Davis-Bacon minimum wage act was made applicable to federally-aided highway construction as it already is to many other kinds of federally-aided construction. An amendment to strike out the Davis-Bacon clause failed by a standing vote of 77 to 192. It seems likely that a similar fate would meet any attempt to strike the Davis-Bacon clause from the school construction bill.

Also of significance in the highway bill debate was the lack of any attempt to attach an anti-segregation amendment even though the Supreme Court has recently handed down a decision affecting segregation in intra-state transportation.

GENEVA MISSION AFFECTS TIMING OF DEBATE

Between May 25 and June 9, two of the men who would have primary responsibility for managing HR 7535 on the floor of the House must leave for the meeting of the International Labor Organization in Geneva to which they are delegates. They are the author of the bill, Representative Kelley, and the ranking Republican member of the Education and Labor Committee, Representative McConnell. Although other members of the Education and Labor Committee could act as floor managers, the absence of Representatives Kelley and McConnell would have a definitely unfavorable effect on the chances of getting HR 7535 passed. Hence it would appear that if the bill is going to be favorably acted on it should reach the House floor by the third week in May.

WHC COMMITTEE REPORT URGES 'EMERGENCY' SCHOOL CONSTRUCTION AID

On April 6, Chairman Neil H. McElroy of the Committee for the White House Conference on Education submitted to President Eisenhower the Committee's final report including a summary of the discussions of the November 1955 White House Conference on Education and the state conferences on education. The main body of the report consisted of recommendations by the 34-member conference committee.

On the subject of federal aid to education, four members of the committee led by former President Frank Sparks of Wabash College, Indiana, filed a dissent against any kind of federal assistance for education except long-term, low-interest loans to the states. Two members of the committee, NEA First Vice-President Martha A. Shull of Oregon and President Albert J. Hayes of the International Association of Machinists, filed separate statements pointing out that the need for federal aid for education was not limited to the school building emergency and suggesting that the committee should have defined federal financial responsibility for education in broader terms. As it was, the report of the WHC committee cautiously skirted the question of federal aid for current operations including teachers salaries, noting that the state conferences and the White House Conference had reported a great division of opinion on this subject. The Committee's report did recommend federal aid to all the states for school construction purposes but went on to say "the Committee believes that Federal aid to all the States can be justified, however, only on a temporary basis to meet an emergency situation such as the present school building emergency."

TWO NEW PRESIDENTIAL COMMITTEES APPOINTED

President Eisenhower has appointed a national committee for the development of scientists and engineers headed by Dr. Howard L. Bevis, president of the Ohio State University. Among the committee's responsibilities are identifying and publicizing the problem of developing a greater number of qualified scientists and engineers. Included in the 19 members of the committee are NEA President John Lester Buford and Dr. Robert Stollberg of San Francisco State College, president of the National Science Teachers Association (NEA).

COMMITTEE ON EDUCATION BEYOND THE HIGH SCHOOL

On April 19, the White House announced the appointment of a 33-member Committee on Education Beyond the High School. Chairman of the Committee is Devereux C. Josephs, chairman of the board, New York Life Insurance Company. Vice-chairman is President David D. Henry of the University of Illinois. As was the case with the Committee for the White House Conference on Education, only one third of the members of the new presidential committee are professional educators. (See Supplement #5 for complete listing of members of the Committee.)

At the conclusion of its first meeting on April 27, Chairman Josephs issued a statement on behalf of the Committee pointing out that it was not going to limit its work to the field of formal higher education but that it wanted to study all aspects of education beyond the secondary school level. Mr. Josephs said that one of the functions of the Committee would be "to advise the President as to what we consider the proper role of the Federal Government in this field to be and to recommend appropriate Federal policies and relationships." He indicated that the Committee wished to encourage local, regional and state conferences on post-high school education but that it had reached no decision on whether it would recommend the holding of a White House Conference on Higher Education. The next meeting of the Committee will be June 1.

STATUS OF OTHER LEGISLATION

VETERANS EDUCATION

On April 23 the House passed by voice vote HR 9824 introduced by Representative Teague (D-Tex.) to extend to the orphans of service men in World War II or the Korean conflict who died as a result of the service connected disability, the educational benefits of the Veterans Readjustment Assistance Act of 1952 (Korean G.I. Bill). The bill now goes to the Senate where it will be referred to the Labor and Public Welfare Committee. This Committee also has before it S 3431, a companion measure introduced by Senator Lister Hill (D-Ala.) and six other senators.

Meanwhile on April 23, the President's Commission on Veterans Pensions headed by General Omar Bradley reported on the success of the educational benefits provided for veterans of World War II and the Korean conflict, but recommended against the continuation of educational benefits for persons who have entered the Armed Forces since January 31, 1955. The Bradley Commission's argument was that by availing himself of the different forms of active military service combined with a reserve obligation, a person entering the Armed Services can avoid the interruption of his training and education to a degree serious enough to warrant federal compensation for that interruption.

ATOMIC ENERGY COMMITTEE CONCERNED OVER MANPOWER PROBLEM

The shortage of scientists and engineers and the fact that the Soviet Union is apparently outstripping the United States in the production of such personnel has been the subject of hearings before the Research and Development Subcommittee of the Joint Committee on Atomic Energy headed by Representative Melvin Price (D-Ill.). At the beginning of its hearings the Price subcommittee released a study of the scientific manpower situation prepared by Charles Collingwood of the Legislative Reference Service of the Library of Congress. NOTE: The correct number of the science education bill introduced by Senators Kerr, Monroney, and McNamara, is S 3271. See March 1956 Outlook for details.

LIBRARY SERVICES BILL GETS RULE

On April 19 the House Committee on Rules reported a resolution making it in order to consider HR 2840, the bill introduced by Representative Green (D-Ore.) which would authorize $7.5 million a year for five years in grants to the states for development of rural library services. The bill is expected to come up for debate during the second week in May.

POSTAL LEGISLATION

The NEA has formally requested the Post Office Department to issue a commemorative stamp in 1957 honoring the centennial of the Association. A bill for this purpose (S 3644) has been introduced by Senator James Duff (R-Pa.).

The House Committee on Post Office and Civil Service has taken no action on any of the bills before it to readjust the postal classification of educational and cultural materials. There is a possibility that S 1292 or HR 5139 may be attached to the general postal rates bill as an amendment. The Senate Post Office and Civil Service Committee will probably be agreeable to this step, since the Senate passed S 1292 without objection.

FEDERALLY AFFECTED AREAS LAWS UP FOR RENEWAL

A subcommittee of the House Education and Labor Committee headed by Representative Carl Perkins (D-Ky.) has held hearings on legislation to continue federal grants for construction and operation of schools in federally affected areas. Public Law 815, 81st Congress (construction) expires June 30, 1956 and amendments are needed to Public Law 874 (operation) to correct some unforeseen inequities that have developed. The Perkins subcommittee is writing an omnibus bill which will probably be reported late in May. A representative of the National Association for the Advancement of the Colored People (NAACP) urged the subcommittee to include an anti-segregation amendment, but indications are that there will not be too much pressure for such an amendment as long as the 815-874 program is not extended for more than 2 years.

INTERNATIONAL EDUCATIONAL EXCHANGES

On April 25 the House passed HR 10721, the State-Justice Department appropriation bill for 1957 which includes $18,171,000 for international educational exchange programs. This is the same amount as was appropriated for the current fiscal year (1956) except for the $171,000 necessary for statutory pay increases.

ACE

NEA DIVISION OF LEGISLATION
AND FEDERAL RELATIONS

SUPPLEMENT #5
WASHINGTON OUTLOOK ON EDUCATION
MAY 1956

✓ THE PRESIDENT'S COMMITTEE ON EDUCATION BEYOND THE HIGH SCHOOL

Mr. Devereux C. Josephs
Chairman of the Board
New York Life Insurance Company, Chairman

Dr. David D. Henry, President
University of Illinois, Vice-Chairman

Dr. George P. Berry
Dean of Harvard Medical School

Dr. Lawrence L. Bethel
President, New York State
Institute of Technology

Dr. Horace Mann Bond
President, Lincoln University

Mr. Sydney P. Brown
Chicago, Illinois
(Attorney)

Dr. Harold C. Case
President, Boston University

Mrs. Norman Chandler
Member, Board of Directors
Los Angeles Times-Mirror Company

Miss Catherine Blanchard Cleary
Vice President
First Wisconsin Trust Company

Mr. John Duffy Connors
Director of Education, AFL-CIO

Dr. Arthur G. Coons
President
Occidental College

Mr. Walter E. Disney
Burbank, California

Mr. Paul L. Essert
Professor of Education
Teachers College
Columbia University

Mr. Crawford H. Greenewalt
President
E. I. du Pont de Nemours and Company

Mr. James Pinckney Hart
Austin, Texas
(Attorney)

The Honorable Leo A. Hoegh
Governor of Iowa

Dr. Frederick L. Hovde
President
Purdue University

Dr. Robert R. Hudelson
College of Agriculture
University of Illinois

Dr. Rees H. Hughes
President
Kansas State Teachers College

Mr. Vernon L. Nickell
Supt. of Public Instruction, Illinois

Mr. Seymour H. Knox
Chairman, Board of Trustees
Marine Midland Trust Company
of Western New York

Mr. Roy Edward Larsen
President and Director
Time, Incorporated

Dr. Katherine E. McBride
President
Bryn Mawr College

Mr. James McKinney
Chairman of the Board
American Schools, Chicago

Dr. James L. Morrill
President
University of Minnesota

(over)

Dr. Kenneth E. Oberholtzer
Superintendent of Public Schools
Denver, Colorado

Mr. Howard C. Petersen
President
Fidelity-Philadelphia Trust Company

The Rev. Paul Clare Reinert, S. J.
President
Saint Louis University

Mr. John Hay Whitney
J. H. Whitney & Company
New York, N. Y.

Miss Anna Lord Strauss
New York, N. Y.

Mr. Laurence F. Whittemore
President, Brown Company
Boston, Massachusetts

Mr. Theodore Otte Yntema
Vice President
Ford Motor Company

Mr. Edgar W. Smith
Portland, Oregon
(Former President, Oregon State
Board of Higher Education)

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FROM: _____

ATTENTION OF:

_____ Skornia
_____ Bidlack
_____ Hill
_____ Holt
_____ Blackburn
_____ Schooley
_____ Underwood
_____ Secretarial
_____ Winnie (personal attention)
_____ Other: _____
_____ Strandjord

ACTION:

_____ For your information
_____ Please handle
_____ File
_____ Return
_____ Comment and return
_____ Supply background info.
_____ Newsletter
_____ Other: _____

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DATE: _____

See p. 6, 7, also p 6 of last part & 3rd from last sheet.

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AMERICAN COUNCIL ON EDUCATION
Washington 6, D. C.

Minutes of the Meeting
of the
Executive Committee

January 24-25, 1956
Washington, D. C.

1. The Executive Committee of the American Council on Education met in the Conference Room of the Council building, beginning at 9:30 a.m. on January 24, 1956. Present were: Katharine E. McBride, Chairman; Walter E. Hager, Secretary; Louis T. Benezet, O. C. Carmichael, Virgil M. Hancher, Henry T. Heald, Paul C. Reinert, S.J.; Mark C. Schinnerer, Arthur S. Adams, ex officio.

Absent: Samuel M. Brownell, ex officio.

Present as guests: J. Paul Leonard, Chairman of the Council's Pacific Coast Committee; Hugh G. Price, Second-Vice Chairman of the Council; Frederick P. H. Siddons, Treasurer of the Council; Francis J. Brown and Helen C. Hurley of the Council staff.

2. Minutes. The Minutes of the meeting of the Committee held October 5, 1955, were approved as distributed to the membership.

3. Review of Council Developments. Dr. McBride opened the meeting with a short statement on Council conferences which she had attended since assuming the Chairmanship in October.

Dr. Adams, President of the Council, informed the Committee that arrangements had been made for them to meet during the afternoon with members of the staff of the U. S. Office of Education, beginning with luncheon at the Office at 1:00 p.m. The purpose of the conference was to permit the U. S. Commissioner of Education and members of his staff to explain the objectives of their present program and future plans.

The attention of the Committee was called to the death on January 18, 1956, of Corcoran Thom, the first Treasurer of the Council, who served in that capacity for twenty-nine years. The Committee, after expressing regret, adopted the following resolution, with the request that copies be transmitted to Mrs. Thom and officials of the American Security and Trust Company, of which Mr. Thom had been President and Chairman of the Board:

> The Executive Committee of the American Council on Education expresses a deep regret at the passing, on January 18, 1956, of Corcoran Thom. Always devoted to the public interest, Mr. Thom made many notable contributions to his community and the nation during his long career. It was characteristic of him that he recognized the potential importance of the work of the Council at its inception and that he should give wise energetic support to Dr. Samuel P. Capen in establishing a firm foundation for Council activities. It was also characteristic that

his interest, once aroused, should endure. His term as treasurer of the Council extended from December 1919 to May 1948, two years after he retired from the presidency of the American Security and Trust Company of Washington.

During this long period, he gave close personal supervision to Council finances, requiring and studying monthly reports on all funds and accounts, recommending competent firms to audit the books, and giving advice on a variety of other matters relating to the organization's financial stability. For more than fifteen years he personally signed all Council checks.

The Executive Committee pays grateful and heartfelt respect to the memory of a distinguished citizen who fortunately made the Council one of the objects of his enlightened concern.

Dr. Adams read to the Committee a list of the meetings and functions he had attended since the meeting of the Executive Committee in October, 1955, commenting on these meetings, as appropriate. The meetings were:

October
12 -- Spoke at New Jersey State Teachers College, Trenton
28-29 -- 32nd Annual Educational Conference, University of Kentucky

November
1 -- Executive Commission of Educational Testing Service, New York City
6-13 -- Participated in inauguration of President Bachman, University of Hawaii, Honolulu
" " -- Pacific Coast Committee of ACE, San Francisco, California
" " -- Joint meeting of Pacific Coast Committee and Western College Association
14 -- Board meeting of Institute of International Education, New York City
15-18 -- American Association of Land-Grant Colleges and State Universities and Conference on Institutional Projects Abroad, East Lansing, Michigan
" " -- White House Conference on Education

December
2-3 -- Cleveland Conference, Cleveland, Ohio
5 -- Board Meeting of Educational Testing Service, New York City
6-7 -- Commission on Instruction and Evaluation and Commission on Student Personnel Work, Ann Arbor, Michigan
19 -- Meeting with group regarding dental survey, Chicago, Illinois

January
9 -- Meeting with representative of Modern Language Association, New York City
" -- Banquet of National Citizens Commission on the Public Schools, New York City
11-12 -- Association of American Colleges, St. Louis

Developments at the Council since the October 1955 meeting of the Executive Committee were reported, as follows:

(a) President Virgil M. Hancher agreed to accept the chairmanship of the proposed Council's Commission on a Dental Survey.

(b) The Council held on December 21, 1955, a small conference on Industry-College Cooperation, at which time a resume of activities in this area was made and the general relationships between industry and education were discussed.

The outgrowth of the conference was a belief that the American Council on Education had a function to perform in this area, namely, to inquire into ways in which education and industry might cooperate in all matters except the solicitation of funds. It was recommended that the Council appoint a committee to gather documentary evidence on the various forms such cooperation might take, the report of the Committee to be discussed at a second meeting.

(c) Dr. Adams stated his belief that the Council's policy of holding small conferences on special problems, attended by specially qualified individuals, results in a clear and early identification of issues involved and the discovery of relevant data of real value in the broad consideration of areas under discussion.

(d) At this point the members of the Committee took a ten-minute recess to read a statement in their hands on the activities of Council committees since the meeting of the Executive Committee on October 5, 1955 (see Attachment A). The following additional comments on the committees were made by Dr. Adams, as indicated:

(e) The annual meeting of the Council on Cooperation in Teacher Education was a new departure in its activities in that representatives of scholarly groups attended to discuss the problems of teacher preparation with professional workers in this field. Dr. Adams and President Walter E. Hager, who had been Chairman of the CCTE at the time of its annual meeting, commented on the enthusiasm shown by "professional educators" and "scholars" at the opportunity to discuss their mutual problems. The CCTE plans to continue to consult representatives of the "scholarly groups" in an attempt to discover areas of mutual interest and agreement.

(f) The recommendation to the Executive Committee from the Committee on Religion and Education (Attachment A, page 8) was discussed after which

IT WAS VOTED to approve the recommendations of the Committee on Religion and Education, with the provision that Items #2 and #3 should be interchanged, to make the proposed conference the first order of business; and that the proposal for financial support of the conference be broadened to include additional groups which are interested in the relation of religion and education.

(g) Dr. Adams commented on his attendance at the White House Conference on Education and the subsequent announcement of the proposed White House Commission on Higher Education. He voiced his understanding that the White House Commission on Higher Education would act as a central receiving point for varied and many issues in the field of higher education and that the Commission would recommend desirable governmental policies relating to higher education, which policies might eventually find expression in legislative proposals. In his statement, Dr. Adams pointed out that because Federal policies affect institutions of higher education in a different manner than they affect elementary and secondary education, it may prove to be a more desirable circumstance that the field of higher education will have separate consideration instead of having been discussed at the White House Conference on Education in November 1955. He also stated that in his opinion the most valuable result of the White House Conference on Education was the demonstration of the reality of the concern of the general public for the welfare of the schools. It is hoped that a corresponding interest in higher education may be generated thru the White House Commission on Higher Education.

In connection with the White House Commission on Higher Education the suggestion was made that the Council offer cooperation and possible service to the White House Commission. The possibility of a conference of the delegates from the Council's Constituent Members in the early spring, for a discussion of general problems in higher education, to which might be invited representatives of the White House Commission, among others, was suggested.

IT WAS VOTED to approve the suggestion that the Council offer to be of service to the White House Commission on Higher Education in a manner to be determined by the President of the Council after an exploration of the possibilities.

(h) The Committee was informed that Dr. Rufus H. Fitzgerald, former Chancellor of the University of Pittsburgh, was engaged in planning the work of the Council's Committee on a Study of Character Traits, of which he is Chairman. Dr. Fitzgerald and Dr. Eugene R. Smith, former Headmaster of the Beaver Country Day School, who has had a long-time interest in educational programs in character development, had conferred with members of the Council staff on December 16, 1955. It is hoped to get the study under way at an early time. The members of the Committee to guide the study will be appointed in the very early future.

(i) Dr. Adams reviewed the relationships of the Council and the Institute of International Education over the long past, referring to the formal agreement between the Council and the Institute approved at the 1927 annual meeting of the Council and signed by each organization during that year. Under the 1927 agreement the Council discontinued its activities in the field of international education. Dr. Adams mentioned the resumption by the Council of activities in international education some ten years thereafter. It was pointed out that while there had been discussion of an amendment to the 1927 agreement, no formal action had been taken and that the 1927 agreement continued to be a metter of record. Despite this the Council has carried on activities in the field of international education, of which the Institute has been full cognizant. Discussions between representatives of the Council and the Institute during the past year on their respective areas of operation in the international field has resulted in a new agreement, which was presented in writing to the Executive Committee.

After considerable discussion of the proposed new agreement,

IT WAS VOTED to approve the following statement as the basis for activities of the two groups in the area of international educational relations with the provision that paragraph two be amended to call attention to the change in international affairs and the consequent increase in the responsibilities of education in this area. [An amendment of the paragraph has been suggested to the President of the Institute of International Education who will submit it to his Executive Committee at its next meeting, during the latter part of March. The new wording of the paragraph will be submitted for approval to the Executive Committee of the Council at its meeting in May 1956]

Related Activities of the American Council on Education and the Institute of International Education

The American Council on Education, founded in 1918, comprises in its membership national educational organizations, approved universities, colleges and junior colleges, and a large number of other organizations and institutions

with similar interests. It has been, throughout its history, a center of cooperation and coordination for the improvement of education, with particular emphasis on higher education. The Institute of International Education, with the approval of the Council, was found in 1919 as the organization responsible for the field of international education in the United States. In order to clarify their respective responsibilities in international education an agreement was signed in 1927 which in summary stated: "The Institute should represent American education vis-a-vis the rest of the world administering fellowships, and visiting professorships, welcoming foreign scholars, arranging itineraries of foreign educational missions, holding conferences on problems of international education and conducting activities of a similar nature ..... in this way the major activities of international education have been concentrated in the Institute" and "that the Council ..... discontinue ..... activities in the field of international education".

* The march of events since the signing of this agreement makes it clear that the agreement is no longer adequate and should be cancelled.

While the Institute of International Education and the American Council on Education should continue to concentrate primarily on the areas of their original interests they should not feel that they are restricted exclusively to such activities. Particularly the Council with its organizational and institutional membership of colleges and universities and professional associations is and should be interested in the problems and policies of international education.

At a meeting attended by Messrs. Stoddard, Shuster, Wells, Heald, Holland and Adams at the Institute of International Education on July 6th, 1955, "it was agreed that the increasingly important role of education in international affairs required optimum coordination and cooperation of all of the voluntary agencies concerned. In particular, it was recognized that with special reference to the Institute of International Education and the American Council on Education there are functions peculiar to each organization which it alone is best prepared to discharge".

The development of the work of the Institute in cooperation with the exchange of persons programs of the Government and of other agencies has been impressive and clearly indicates that the Institute is and should be the agency to undertake and carry on this type of work. The Council, which has membership from nearly all of the accredited colleges and universities of the country, has channels of communication and relationships with institutions which present it with the important responsibility of dealing with institutional problems involved in the relation between education and international affairs. The Council's activities in recent years have been largely addressed to this sort of activity and it is clear that its work in this area supplies an important element in the total effort.

It was agreed that the normal centers of interest of the two organizations are: (1) the Institute to stimulate, operate and coordinate exchange of persons programs and (2) the Council in its work in international education to concentrate on providing high level planning and guidance on international education in all its aspects using as a basis for its work, however, the information and operating resources insofar as they exist in already established agencies, i.e., the Institute in the field of exchange of persons.

Between these two clearly discernible centers of interest lie a number of activities which it is difficult to categorize by putting in either one area of interest or the other. An example of this is the conduct by the Council, under contract with the Department of State, of the Leader's Program, a project not

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* A suggested amendment of this paragraph will be submitted for approval to the Executive Committee of the Institute of International Education and the American Council on Education, respectively.

connected with formal education. On the other hand, the Institute has established a high level Committee on Educational Interchange Policy which is preparing statements affecting the whole field of exchange of persons. It was the sense of the meeting that with respect to projects or activities lying in this indeterminate area between the two centers of interest, the officers of the Institute and of the Council should consult and appraise each new activity on its merits with respect to the agency best equipped and qualified to carry on the work successfully.

Likewise, it was understood and agreed by all present that the executive officers of the Institute and of the Council should be zealous in carrying on frequent consultation on matters of mutual concern in order that the staffs of each organization may be fully informed of the activities of the other and the reason leading to the undertaking of these activities. The president of the American Council on Education has always been elected a member of the Board of Trustees of the Institute of International Education.

Finally, it was agreed that this memorandum should be circulated to all of those present at the meeting and that, if it met with the approval of each of them, its substance would be submitted to the Board of the Institute and the Executive Committee of the Council for ratification as a memorandum of agreement of cooperation and coordination to supersede any previous understanding, explicit or implicit, and to serve as a firm policy guide for the future activities of both organizations.

(j) A review of the Council's participation in the Joint Committee on Educational Television was presented, together with recent developments, including the creation of the Joint Council on Educational Television, and the desirability that the American Council on Education participate in the Joint Council on Educational Television. It was pointed out that because of the Council's policy not to join other organizations, approval by the Executive Committee is necessary for it properly to participate in the program of the Joint Council. The Committee was reminded that the Council was the fiscal agent for the funds recently provided by the Ford Foundation for the support of the Joint Council and that in the nature of the case more than fiduciary responsibility was indicated. Dr. Adams therefore requested the Committee to ratify the participation of the American Council on Education in the Joint Council on Educational Television.

IT WAS VOTED that an exception be made to the existing policy and that the Committee ratifies and approves the participation of the American Council on Education in the Joint Council on Educational Television.

(k) The members of the Committee were reminded that a mail vote had been taken on a proposal, submitted by the Committee on Equality of Opportunity in Higher Education, for a Study of Career-Attitude Development, to attempt to discover, among other things, factors which motivate individuals for college and a career. A favorable mail vote had been received from the members of the Executive Committee.

IT WAS VOTED to ratify the mail ballot approving the proposal for a study of career-attitude development and its submission to a foundation for financial support.

(l) The attention of the Committee was called to a memorandum in their hands on "the problem of governmental control of higher education". At the

October 1955 meeting of the Executive Committee, Dr. Adams was requested to explore the possible interest of the Council in this area. In the course of the exploration a representative of the Council attended the meeting of the Association of Governing Boards of State Universities and Allied Institutions, which had the matter under discussion. Meanwhile, the subject has been before a joint committee representing the Executive Committees of the American Association of Land-Grant Colleges and State Universities, the National Association of State Universities, and the State Universities Association. Because of the formation of the inter-association committee, Dr. Adams recommended that the American Council on Education postpone further action. The recommendation was accepted by the Executive Committee.

(m) Dr. Adams presented a proposal from the Commission on Student Personnel looking to the publication of a statement on student participation to college policy making. The statement is the result of a survey of the extent to which such participation is prevalent in institutions of higher education. The statement has been prepared by Mr. Harry Lunn, immediate past-President of United States National Student Association.

IT WAS VOTED to approve the proposal for a publication on the subject of student participation in college policy making and authorize the President of the Council to seek funds for its support.

4. Financial Matters. Reports on the 1955 budgets of the Council for the period January 1 thru December 31, 1955, were discussed in detail by Dr. Adams and members of the Executive Committee. These reports covered the Council's General Fund, Building Fund, Publications Fund, and Central Services Division. At the conclusion of the discussion,

IT WAS VOTED to accept and place on file the reports on the operation of the 1955 budgets of the Council, as presented by Dr. Adams.

The attention of the Committee was called to the desirability that individual room air conditioning units be purchased and installed in the offices of the Council during the forthcoming spring. The 1956 budgets for the Council's Publications Division and Central Services Division provide for the installation of air-conditioning equipment in the quarters occupied by the personnel of these divisions. It was pointed out that while the 1956 General budget of the Council did not contain such provision, funds were available in the Council's General reserve for the purchase of air-conditioning units for the general offices of the members of the Council staff. Dr. Adams stated that because of the number of very humid days of high temperature during the summer in Washington, D. C., and the local custom of closing non-air-conditioned offices when the temperature reached 93 degrees with a 90% humidity reading, it was believed that the installation of air-conditioning would be an investment in productivity. A survey indicated that the sum of $7,000 would be required to accomplish this purpose. After discussion,

IT WAS VOTED to approve the recommendation that the sum of $7,000 be appropriated from Council reserve funds for the installation of air-conditioning units in the general offices of the Council, prior to the summer of 1956.

The Committee was reminded that at previous meetings the question of machine bookkeeping in the Council's accounting office had been discussed. A study is being made of the possibilities and while progress has

been made, the matter has not yet been fully resolved. Dr. Adams therefore requested that he be authorized to make the necessary expenditure, at the appropriate time, to procure the necessary equipment for machine bookkeeping for the accounting office.

IT WAS VOTED to authorize Dr. Adams to continue to explore the possible installation of machine bookkeeping and to purchase the necessary equipment if and when it appears feasible to do so, the Funds for such expenditure to be appropriated from the Council's general reserve account.

5. Membership. Applications for Institutional Membership in the Council were presented from the following, each of which is accredited by the appropriate regional accrediting association:

4-year Colleges and Universities
Anna Maria College, Paxton, Massachusetts
Athens College, Athens, Alabama
King's College, Wilkes-Barre, Pennsylvania
Long Island University, Brooklyn, New York
Morgan State College, Baltimore, Maryland

Junior Colleges
Daniel Payne College, Birmingham, Alabama
Edward Waters College, Jacksonville, Florida

4-year Technical Institute
Philadelphia Textile Institute, Philadelphia, Pennsylvania

Professional School
Hartt College of Music, Hartford, Connecticut

IT WAS VOTED to accept the applications for membership listed above.

IT WAS ALSO VOTED to accept the resignations of one Associate member, three institutions of higher education, one secondary-school, and one state voluntary association of colleges. All of the resignations were caused by the necessity for budget economies.

IT WAS FURTHER VOTED to remove from the membership roll, for non-payment of dues, one Associate member.

With these changes the membership of the Council on January 25, 1956, follows: Constituent members, 77; Associate members, 62; Institutional members, 966; Total, 1,105.

The Committee was presented with a series of recommendations from the meeting of the Committee on Membership held December 14, 1955. At that meeting the Committee on Membership made the following recommendations to the Executive Committee:

(1) That in the future Constituent membership /in the American Council on Education/ be extended only to non-profit national and regional organizations whose primary purpose is the advancement of education.

(2) That in the future Associate Membership in the Council should be extended to national and regional non-profit making organizations which

cooperate with and have relationships with education and which are not eligible for Constituent or Institutional Membership.

(3) IT WAS VOTED to accept the recommendations of the Committee on Membership set forth above as interpretation of the Constitutional provisions relative to the character of organizations which should constitute the Constituent and Associate members of the American Council on Education.

The Executive Committee also voted to accept recommendations of the Committee on Membership that the composition of the Constituent and Associate membership of the Council, as now constituted, should remain undisturbed, and that Constituent membership should not be restricted to organizations in the field of higher education.

The Executive Committee VOTED to accept and approve the definition of the Committee on Membership that educational departments of business and industrial concerns are to be considered as non-profit-making in character and are thus declared eligible for their appropriate class of membership in the Council.

IT WAS ALSO VOTED that profit-making educational institutions and organizations are not eligible for membership in the American Council on Education.

Dr. Adams called attention to an amendment to the California State Education Code which would permit school districts in California (and the institutions operated by them) to become members of organizations for the advancement of public or private education. Earlier the Code permitted the use of State funds for membership dues in organizations for the advancement of publicly supported education only. The Committee was informed that negotiations were under way with the California State Department of Education looking toward the approval of the American Council on Education as an organization with which the publicly-supported junior colleges in California might affiliate thru membership. President J. Paul Leonard of San Francisco State College, Chairman of the Council's Pacific Coast Committee, volunteered to be of whatever assistance possible in these negotiations.

6. Grants. A report of grants received by the Council since the meeting of the Executive Committee on October 5, 1955, as listed in Attachment B to these minutes, was presented to the Committee.

IT WAS VOTED to accept the grants so reported with an expression of appreciation.

7. Publications. A report on publications since the last meeting of the Committee was presented for the information of its members (Attachment C).

IT WAS VOTED to accept and place on file the report on publications as presented.

Dr. Adams commented on various Council publications and their sales. He also commented on the satisfactory settlement of editorial problems inherent in the publication of American Universities and Colleges and American Junior Colleges resulting from the Supreme Court decision on racial integration in the field of education.

The Committee was presented with a proposed agreement between the American Council on Education and the Cooperative Study of Secondary School Standards under which the Council would undertake the publication of material for the cooperative study on a royalty basis, rather than on the basis of publisher and distributor

of their publications as previously established. The new agreement reads:

This agreement entered into between the American Council on Education, hereinafter referred to as the Council, and the Cooperative Study of Secondary School Standards, hereinafter referred to as the Cooperative Study, sets forth the conditions under which the Council will operate as the fiscal and distributing agent of the Cooperative Study:

1. The Council will distribute at prices agreed upon by the Council and the Cooperative Study the various forms of EVALUATIVE CRITERIA, 1950 edition.

2. The Council will pay annually, or at more frequent intervals if mutually satisfactory, a royalty on each copy sold under regular conditions of sale as follows:

January 1 - June 30, 1956		July 1 - December 31, 1956	
a. Clothbound	1.49	a. Clothbound	1.49
b. Paperbound	1.07	b. Paperbound	1.07
c. Complete set of separates	1.25	c. Complete set of separates	1.25
d. Banded sets of 5 separates:		d. Each copy of separates:	
1. A and I	.45	1. A,B,C,I	.10
2. B,E,G,H,X	.35	2. E,F,G,H,X,Y	.075
3. C, D-5, D-10, F	.30	3. All others	.05
4. J	.175		
5. X	.38		
6. All others	.25		

3. The Council will make semi-annual reports to the Cooperative Study showing the preceding period's sales, royalty due, and stock on hand.

4. The Council will maintain a "Project Account - Cooperative Study of Secondary School Standards" to be requisitioned on by properly designated Cooperative Study officers. The Council's administrative fee of 6% on disbursements will be charged this account EXCEPT on withdrawals for the purpose of making investments. The Council will make semi-annual report on the "Project Account".

5. Accounts will be audited annually by the Council's regular auditor.

6. This agreement shall be in force January 1, 1956 until December 31, 1956.

IT WAS VOTED to approve the agreement with the Cooperative Study on Secondary School Standards, as presented by Dr. Adams.

8. Committees and Commissions. The Committee had before it a roster of seventeen committees of the Council, the members of which have been placed on a rotating term basis, in accordance with the vote of the Executive Committee at its meeting on January 14-15, 1955. The Committee was advised that the membership of nine committees had not yet been placed on rotating terms. In the case of one committee a natural rotation of membership is taking place at present and it seems advisable to postpone placing the committee on a term membership basis until a later time. Negotiations are now under way for the allocation of terms for the members of five committees in the near future. The membership of one committee is so highly specialized that the assignment of terms would not be feasible. The work of two committees will be completed during 1956 and the Committees will be discontinued. The membership of three committees, which have been authorized, has not yet been determined.

Acting on the authority given the president by the Executive Committee, the group was advised that the Continuing Committee on the Women's Conference was being discontinued and that any residual matters would be combined with the activities of the Commission on the Education of Women.

Dr. Adams stated that it was planned to print the membership of Council commissions and committees in an early issue of The Educational Record.

9. New Business. The Committee was advised that arrangements were under way for the nomination of a representative of the American Council on Education on the Reserve Officers' Training Corps Advisory Panel of the Department of Defense.

The Committee was also informed that plans had been worked out whereby a representative of the Council could participate in the meetings of the Council of National Organizations without the Council becoming a member of that group.

Dr. Adams also mentioned that cooperative relationships had been established with the Institute for College and University Administration, sponsored by the Association of American Colleges.

An invitation to the Council to accept the sponsorship of American Education Week, as it relates to the field of Higher Education, was presented to the Committee. A long discussion followed on the appropriateness of the Council accepting the invitation and the many problems involved. While no formal action was taken, the Committee requested the President of the Council to give further study to the matter and procure additional information concerning the obligations and possible outcomes before action is taken.

Dr. Adams also presented a request from the Modern Language Association that the Council undertake an activity in its area of interest. After a lengthy period of discussion, during which many questions were raised, it was suggested that Dr. Adams give further study to the matter to ascertain the feasibility of the Council's complying with the request.

10. Staff.

It was recommended that Mrs. Jessie P. Tichenor, who is past the normal retirement age, be continued in her employment as stenographer in the office of the Committee on Television through the second quarter ending June 30, 1956. It was voted to approve the recommendation.

The desire of Howard R. Boozer, Staff Associate, to have his employment on a part-time basis so that he could devote more time to the completion of his dissertation for the doctorate was explained to the Committee. After discussion

IT WAS VOTED to approve the recommendation (1) that Mr. Boozer's employment be put on a basis of approximately half time; (2) that, during the time he is absent from the office, he be requested to accept continuing responsibility for projects to which he gives staff service; (3) that authorization be given for his continuing participation in the Council's retirement plan with the Teachers Insurance and Annuity Association and (4) that his salary be adjusted equitably to reflect the new conditions of his employment.

Dr. Adams reviewed the work load currently being carried by the staff, pointing out that it had increased substantially during the past year and pointing out that it was continuing to increase. He also indicated that the new arrangement for Mr. Boozer's employment mentioned above made the situation even more pressing.

In the light of these circumstances, he recommended that he be given authority to employ an additional staff associate as soon as a qualified candidate could be found and mentioned one candidate whom he thought might be available. The Committee concurred with his estimate of the situation and voted that he be given the authority requested.

11. Date of Next Meeting. The next meeting of the Committee was set for May 21-22, 1956, at the Council office in Washington, D.C., beginning at 2:00 p.m. on May 21, with adjournment by 4:00 p.m. on May 22.

The members of the Committee noted that they would meet on October 10, 1956, at the Palmer House in Chicago, Illinois, the day before the Council's 1956 annual meeting. The group will meet jointly at noon on that day with the members of the Problems and Policies Committee, and meet independently at 2:30 p.m.

The meeting adjourned at 12:50 p.m. on Wednesday, January 25, 1956.

Respectfully submitted,

WALTER E. HAGER
Secretary

ATTACHMENT A

REPORT ON THE ACTIVITIES OF COMMITTEES OF THE AMERICAN COUNCIL ON EDUCATION SINCE THE MEETING OF THE EXECUTIVE COMMITTEE HELD October 5, 1955

I. GENERAL COUNCIL OPERATIONS

Problems and Policies Committee

At the Annual Meeting Dean Margaret Habein, President Harry D. Gideonse and President J. W. Maucker were elected by the Council to fill the expiring terms of President Margaret Clapp and Professors T. R. McConnell and Peter Odegard. The Committee met October 5 and identified some twenty propositions around some of which its discussions will take place during the current academic year. The Committee will meet at the Belleview-Biltmore Hotel in Belleair, Florida, January 31-February 1. It is anticipated that a portion of the earlier discussions of the Committee will have been edited and readied for publication by early summer.

Committee on Relationships of Higher Education to the Federal Government

Chancellor Henry T. Heald of New York University became Chairman of the Committee on January 1, 1956, succeeding President J. L. Morrill of the University of Minnesota.

This Committee has had one meeting since October 15. On October 31, it considered a number of items of which the following were most important:

(1) Acceptance of the report of the Subcommittee to Correlate Basic Data for a National Scholarship Policy prepared by Dr. Elmer D. West (Publication now scheduled for March 15, 1956); and

(2) Approval of the request that the Council circulate a questionnaire concerning needs for new ROTC facilities in the light of a proposal by the Department of Defense to ask Congress for authority to share the cost of such facilities.

The next meeting is scheduled for the week of February 6, at which time several matters of pending legislation will be considered.

Pacific Coast Committee

The Pacific Coast Committee met at San Francisco State College on November 10, 1955. A two-day Conference on Higher Education on the theme "Higher Education and its Publics: Supports and Controls," was held in San Francisco on November 11 and 12, and was jointly sponsored by the Western College Association and the American Council on Education, in connection with the Centennial of the University of San Francisco. To the Pacific Coast Committee goes must of the credit for the planning and success of this Conference, which was attended by nearly 300 representatives of institutions in states west of the Rocky Mountains.

II. INSTRUCTION AND EVALUATION

Commission on Instruction and Evaluation

The Commission met December 5 and 6 in Ann Arbor, Michigan, for discussion of a number of project proposals, and on December 7 met jointly with the Commission on Student Personnel to discuss the topic, "teachers, student personnel workers, general administration and 'the gifted student '". Four members drawn from the two Commissions made opening statements and the discussion was lively and profitable. This was the first occasion on which two commissions have met for the consideration of issues of common interest.

The Commission's discussion of "administration-faculty relations" led to the recommendation that a specific proposal be prepared to convene a small work conference of teachers and administrators to discuss problems in relationships between faculty and administration and to propose needed research. The Commission continued its discussion of the relationship of general and professional education objectives. It expects to carry this discussion further at its next meeting, April 3 and 4, at the Center for Advanced Study in the Behavioral Sciences in Palo Alto, California, where the Center will assist by making a presentation concerning inter-disciplinary studies.

The Commission had an extended discussion of problems in the allocation of faculty time among teaching, research and service. It referred its discussions to the President of the Council for advice as to further action.

The Commission established a plan of rotation under which members will be appointed to the Commission in the future for three-year terms. Those who have served on the Commission since the spring of 1953 were given terms all of which will expire by the end of 1957.

Commission on Accreditation of Service Experiences

During the month of December 1955 the Commission on Accreditation completed its first decade of activities. The Commission was established by the Council and began operation on December 15, 1945, as an agency concerned with the evaluation of educational experiences of service personnel, cooperating with educational institutions, national, regional and state educational organizations, the Armed Forces of the United States and Veterans Administration.

At its last semi-annual meeting held October 21, 1955, the Commission reviewed and codified the actions voted during the past ten years. As reported at the last meeting of the Executive Committee of the American Council on Education, the Commission had previously appointed a Policy Committee to re-examine the functions of the Commission and to study the various policies and procedures adopted since the Commission was established with the view of appraising the Commission's responsibilities and relationships to the educational programs of the military now and in the future.

The Policy Committee held a two-day meeting in September to prepare recommendations with regard to Commission policies and procedures, which were then presented to the full membership of the Commission at its last meeting. As a result, many existing policies of the Commission were clarified through modification or amendment, other policies were reaffirmed and new policies were adopted.

During the period of this report the project of restandardizing the high school level battery of the Tests of General Educational Development was completed. This project was financed by the Office of Armed Forces Information and Education of the Department of Defense by contract with the University of Chicago. At the last meeting of the Commission, members voted to ask the President of the American Council on Education to appoint a committee to evaluate the 1955 GED Normative Study and to make recommendations to the President of the Council, who in turn would refer the report to the Commission for consideration in reaching conclusions concerning the implementation of the 1955 data. This Committee has been appointed and held its meeting on December 14, 1955.

The Veterans' Testing Service of the American Council on Education, which operates under the policy direction of the Commission on Accreditation, now has in operation 589 official testing agencies in 44 states, the District of Columbia, Hawaii, Guam, Puerto Rico and Mexico. This is the largest number of agencies which the VTS has ever had in operation. These agencies are established only upon the request of, and with the approval of, appropriate officials of state departments of education.

Committee on Evaluation of the Tyler Fact-Finding Study

As reported at the last meeting of the Executive Committee of the American Council on Education, this Committee was appointed by the President of the Council to evaluate a fact-finding study of the testing program of the United States Armed Forces Institute, which has been completed by Dr. Ralph W. Tyler. The Committee held its first meeting in May 1955 at which time it planned its procedures to evaluate the Study and voted that an analyst be employed to prepare an analysis of the Study. In this connection Mr. Thomas A. Kenefick, Counselor, Springfield Massachusetts Public Schools was appointed to prepare the analysis.

The second meeting of the Committee was held on October 19-20, 1955. The Committee met first in full session to discuss procedures for the evaluation of the Study, and then the members met in subcommittees to analyze the Study and prepare recommendations for the four areas of general interest; namely, higher education, secondary education, tests and testing techniques, industry and vocational education. On the basis of the subcommittees' recommendations the full Committee prepared final recommendations concerning the Study. These recommendations have been incorporated into a final report by Mr. Kenefick. This report is now in the hands of the Committee members for comment and final approval. Upon approval of Committee members, the report will be submitted to the Office of Armed Forces Information and Education, Department of Defense at which time a decision will be reached concerning publication of the report.

Committee to Evaluate the 1955 GED Normative Study

This committee was appointed by the President of the American Council on Education at the request of the Commission on Accreditation and held its meeting on December 14, 1955. A list of the Committee members follows:

George P. Tuttle, Director of Admissions and Records, University of Illinois, Urbana, Illinois; CHAIRMAN

Paul E. Elicker, Executive Secretary, National Association of Secondary School Principals, National Education Association, Washington, D. C.

Charles E. Friley, President Emeritus and Professor of Education, Iowa State College, Ames, Iowa

Ablett H. Flury, Assistant Commissioner of Education, State Department of Education, New Jersey (representing F. M. Raubinger, Commissioner of Education)

Galen Jones, Director, Council for Advancement of Secondary Education, National Education Association, Washington, D. C.

Frank B. Lindsay, Chief, Bureau of Secondary Education, California State Department of Education, Sacramento, California

William J. Sanders, Superintendent of Schools, Springfield, Massachusetts

G. W. Smith, Supervisor of Instruction, State Department of Education, Montgomery, Alabama (representing A. R. Meadows, Superintendent of Education)

Eugene S. Thomas, Principal, Central High School, Kalamazoo, Michigan

Darrell J. Inabnit, Deputy Director, United States Armed Forces Institute, Madison, Wisconsin

Colonel Miles R. Palmer, Chief, Education Division, Office of Armed Forces Information and Education, Department of Defense, Washington, D. C.

Arthur S. Adams, President, American Council on Education; ex officio

The 1955 GED Normative Study was completed under the direction of Dr. Benjamin S. Bloom, University Examiner, University of Chicago, through contract between the Office of Armed Forces Information and Education, Department of Defense and the University of Chicago. The Study was undertaken to determine whether or not the normative data obtained in 1943 was appropriate for 1955 high school seniors

in view of possible changes in the schools during the past 12 years. With the completion of this Study the following problems needed to be resolved:

1. What minimum critical scores should be recommended by the Commission on Accreditation as a basis for issuance of a secondary school credential by the appropriate accrediting authority?

2. What recommendation should the Commission issue with regard to the appropriate use of the GED tests as one instrument in determining college admission for those persons not having completed high school?

3. How should pertinent information and normative data for regions and the country contained in the 1955 Study be disseminated to civilian educational institutions and the military?

4. How should the data collected for individual states be distributed?

Recommendations for the Committee concerning these problems will be forwarded to the President of the American Council on Education, who in turn will refer the report to the Commission on Accreditation for consideration in reaching conclusions concerning the implementation of the 1955 normative data.

Committee on College Teaching

The Committee on College Teaching met in Washington November 7 and 8. Under the leadership of its new Chairman, President O. Meredith Wilson of the University of Oregon, the Committee heard reports of current activities in the college teaching field from representatives of ten organizations, and turned its attention to ways in which it might supplement the efforts of others and undertake functions which the Council might be especially well equipped to perform. The Committee concluded that its major efforts should be directed to the problem of "quality in relation to numbers of college teachers." Specifically, it proposed that a small conference be convened January 19 and 20 to make plans and proposals relating to three problems:

1. Recruitment of talent for college teaching.

2. Conserving for teaching the talent we do get -- new and old.

3. On the basis of analysis what "teaching" is, can we discover and apply human or physical aids or administrative devices which will relieve the teacher of duties less central to teaching and increase the "quantity" of teacher-student contacts and the number of students reached?

Funds have subsequently been obtained from the Fund for the Advancement of Education to support this work conference.

Committee on Television

The Committee on Television, at a meeting of October 5, 1955, authorized a conference on closed circuit television, which is being sponsored jointly by the Committee and the State University of Iowa at the Iowa Continuation Center on February 27 and 28, 1956. Invitations were issued to the administrative officers of 85 institutions and to approximately 20 other persons representing various fields of interest. The Committee expects 70 or more persons, including administrators, teachers and productions specialists. Executive Vice Chancellor Carroll Newsom of New York University, a member of the Council's Committee on Television, will be the presiding officer of the conference. A. report of the conference will be published.

The Committee will hold a meeting on February 26 in Iowa City.

The negotiations in regard to coordination of agencies working in educational television, previously reported, have culminated in the reorganization and expansion of the Joint Committee on Educational Television into the Joint Council on Education Television. The following are represented in the new JCET, with further representation of lay interests anticipated at an early date: American Association of School Administrators, American Council on Education, American Association of Land-Grant Colleges and State Universities, Educational Television and Radio Center, National Association of Educational Broadcasters, National Association of State Universities, Council of Chief State School Officers, National Congress of Parents and Teachers, and National Education Association of the United States. The JCET has received a grant of $140,000 from the Ford Foundation in support of its work for the year 1956, its previous support having been by the Fund for Adult Education. The Joint Council will continue to work toward the preservation and utilization of the channels reserved by the Federal Communications Commission for education television and radio stations.

The National Citizens Committee for Educational Television will close its office in Washington as of January 31, 1956, having had support for three years from the Fund for Adult Education. Its essential activities are being transferred to the Educational Television and Radio Center in Ann Arbor, Michigan. The Center received a grant of $90,500 from the Ford Foundation especially for these activities.

Council on Cooperation in Teacher Education

The Annual Meeting of the Council on Cooperation in Teacher Education, held in Washington on October 7-8, 1955, was focused on the interests and acitivities of scholars and scientists concerning the improvement of the education of teachers. Speakers and their topics were as follows: "Teacher Supply and Demand", T. M. Stinnett, Executive Secretary, National Commission on Teacher Education and Professional Standards; "The Science Teaching Improvement Program of the American Association for the Advancement of Science," J. R. Mayor, Director, Science Teaching Improvement Program; "The Foreign Language Program of the Modern Language Association," William R. Parker, Executive Secretary, Modern Language Association

of America; "The American Historical Association and the Teaching of History," Sidney Painter, Professor of History, Johns Hopkins University (Chairman, Committee on Teaching, A.H.A.); "Teacher Certification Requirements: What They Are and How They Are Determined," W. Earl Armstrong, Director, National Council for Accreditation of Teacher Education; "The ACLS Committee on the Relation of Learned Socieities to American Education," J. Fletcher Wellemeyer, Staff Adviser on Personnel Studies, American Council of Learned Socieities; and "Interest and Activities of the National Research Council in the Improvement of Teaching," John S. Coleman, Executive Secretary, Division of Physical Sciences, National Academy of Sciences, National Research Council. Dean Francis Keppel, Graduate School of Education, Harvard University, concluded the meeting with an address which challenged all groups interested in the education of teachers to develop lines of communication and to work together as much as possible in this area of mutual concern. At the Business Meeting Dean Keppel was elected Chairman of CCTE succeeding President Walter E. Hager, District of Columbia Teachers College, who will continue to serve as a member of the CCTE Executive Committee.

Seventy-seven persons were registered at this meeting, of whom approximately one-half were delegates of CCTE member organizations. Others present were guests from non-member organizations of scholars, scientists, and professional educators. Discussion at the meeting was spirited, and subsequent correspondence from numerous sources has attested to its success.

Several of the papers which were presented at the October meeting will be published as a symposium in the March, 1956, issue of the Journal of Teacher Education. As a follow-up, the December issue of the CCTE Newsletter contained specific reports on the programs and committee activity having to do with teacher education of a number of associations of scholars and scientists, and of associations of professional educators. Many requests for additional copies of this issue have been received.

The 1955 CCTE Annual Meeting was indicative of the continuing interest of CCTE in activities which prmote better communication among diverse types of groups with an interest in teacher education. A proposal has been developed (now in draft form), which would make possible a project which would continue these efforts on a more systematic and thorough-going basis.

The next meeting of the CCTE Executive Committee is scheduled for April 6-7, 1956.

Committee on Religion and Education

At its meeting on November 23, 1955, two actions were taken, one of which was referred to the Executive Committee of the Council. The first was to complete a report which will (1) summarize the activities of the Committee since it was appointed ten years ago; (2) appraise developments in the relation of religion and public education since its first report was issued in 1947; and (3) indicate, in broad outline, the need for continuing activities in this field. This report will be transmitted to the Executive Committee when it is completed.

The second action was to make the following recommendations to the Executive Committee:

1. THAT the Committee should be continued.

2. THAT one of its functions should be to develop and guide a pilot research program in at least one center along lines outlined on pages 86-90 of the Linton Report, The Public Schools in Dealing with Religion.

3. THAT the Committee with the assistance of the National Conference of Christians and Jews convene a conference on religion and public education late in 1956 or early in 1957; to appraise developments since the American Council on Education Conference at Princeton in 1944; to review activities and research being carried on at the time of the Conference; and to make such proposals for further developments as it deems wise.

4. THAT the Council be requested to provide staff assistance to the Committee:

   (a) to draft a plan for the research project and to explore school systems which might desire to cooperate; and (b) to do such other work as drafting papers for Committee meetings, exploring plans for the conference recommended in 3 above and such other activities as are necessary for the Committee to function effectively.

III. STUDENT PERSONNEL

Commission on Student Personnel

The Commission met in Ann Arbor, Michigan, December 7-9. Its meeting on December 7 was held jointly with the Commission on Instruction and Evaluation, as noted elsewhere. In its business sessions on the next two days the Commission revised its projected "study of undergraduate education" in order to clarify the objective of focusing upon the values of student participation in the processes of education. The Commission also clarified its plans for making a study of the problems of teachers and counselors in dealing with moral and religious issues which may be brought to them by individual students or which may confront them in campus attitudes or group activities.

Draft of a manuscript dealing with areas of student participation in college and university policy-making was reviewed. Following revision it is anticipated that this manuscript will be published by the Council.

A manuscript designed as a joint statement of the Commission on Instruction and Evaluation and Commission on Student Personnel concerning higher education objectives related to the individual student was also reviewed. This statement also will be submitted for publication after further revision and review by the two commissions.

The Commission is making plans for a joint meeting in the fall of 1956 with representatives from professional associations in student personnel work, the objectives of which will be to identify and discuss major issues for student personnel work arising from the prospective "rising tide of Students".

President Sarah G. Blanding of Vassar College has served as Acting Chairman of the Commission following the resignation of President Albert C. Jacobs in August. Miss Blanding's term on the Commission expired at the end of 1955. The new presidents of the U. S. National Student Association (Stanford L. Glass) and of the Intercollegiate Association of Women Students (Miss Patricia Ann Roberts) both attended the Ann Arbor meeting. Presidents of these two associations have been appointed as members of the Commission during the past two years.

Committee on Japanese Student Personnel Institute

This committee met on December 6, 1955, in Ann Arbor, Michigan, at which time it received a report by Dean Wesley P. Lloyd, Dean of Students, Brigham Young University, on the "Institute for Advanced Training for Student Personnel Services". The Institute, of which Dean Lloyd was the Director, was held at Tokyo University in the summer of 1955 under the sponsorship of Tokyo University, the Japanese Ministry of Education, and the National Association of Student Personnel Services in Japan, and the American Council on Education in the United States, and was financed by a grant from the Rockefeller Foundation. The draft of the written report on the Institute was been circulated to committee members for comment prior to revision by Dean Lloyd.

IV. INTERNATIONAL RELATIONS

Commission on Education and International Affairs

The Commission held a two-day meeting on November 27-28, 1955. Among the issues discussed were: the study now being made by Dr. Morrill to recommend better coordination of the exchange of persons programs being conducted by the International Cooperation Administration and the International Educational Exchange Service, both now in the Department of State; tax regulations affecting persons in the exchange program; immigration regulations; the book exchange program; the future of the Fulbright Program; and pending legislation.

A proposal is now being drafted for submission to a Foundation to procure outside funds to finance the expanding activities of the Commission.

Canada-United States Committee on Education

American and Canadian Viewpoints, prepared for this committee by Dennis H. Wrong, was published in November 1955 and copies have been distributed to the members of the Council. The document has been well received especially by Canadians. This project was financed by a grant from the Fund for the Advancement of Education.

A proposal, which would provide for the development of a testing program to be carried out among some 14,000 tenth grade students in selected Canadian and American schools, has been submitted for foundation support.

Committee on the Leaders Program

The Committee has not met since the Executive Committee's last meeting but it is planned to convene the Committee in March.

As of December 31, 1955, a total of 223 Leaders from 32 countries had been programmed out of the guaranteed quota of 345 in the July 1, 1955-June 30, 1956, budget. In addition, 29 Leaders had been programmed in the July 1, 1956-June 30, 1957, budget.

The preliminary contract for July 1, 1956, to June 30, 1957, increases the administrative cost per Leader from $324.00 to $350.00, but decreases the number currently guaranteed to 250.

Committee on Institutional Projects Abroad

Since October 1955, the Committee on Institutional Projects Abroad has held two regular meetings (November 18 and December 19). It has adopted a policy of rotation of membership, beginning January 1, 1956, and its new Chairman, Dr. John A. Hannah, President of Michigan State University, will take active charge of its work at its next regular meeting.

The Committee-sponsored Conference on University Contracts Abroad was held at Michigan State University, November 17-18, 1955. Over eighty per cent of the universities holding active ICA contracts were represented. Total attendance approached two hundred persons - university staff, government officials, foundation officers, and other interested persons. The principal addresses were delivered by the Honorable Brooks Hays, Member of Congress from Arkansas, and by the Honorable George V. Allen, Assistant Secretary of State. Attention was focussed not only on operating problems affecting the contract program, but also upon basic policy issues confronting its participants currently and in the future. Resolutions passed at the Conference reaffirmed the support of our institutions for this program, but called for a clear statement of government policy regarding the future of the program, and emphasized the importance of the partnership concept in the relation between government and our institutions cooperating in this enterprise.

The foregoing resolutions have been transmitted by President Adams to President Eisenhower, Secretary of State Dulles, and John B. Hollister, Director of the International Cooperation Administration, as a first step in post-conference implementation. Copies of the resolutions are being made available, a summary of the proceedings (in the form of a special issue of "Education and Foreign Operations") is about to be distributed, and the principal speeches and statements are likewise being edited for distribution. Next steps in the follow-up of the Conference are to be considered at the next regular CIPA meeting.

Among the primary problems currently under Committee consideration are:
(1) recruitment of qualified scientists and technicians for overseas service,
(2) the formal contract relationship between the universities and the ICA,
(3) a proposal for regional training centers in underdeveloped countries, and
(4) ways and means of assisting the universities in their efforts to raise the sights of their operation. The Office is being consulted, on a continuing basis, by President Morrill, Minnesota, during the course of his special study of State Department resources in the field of international educational exchange. Plans for a small number of "working group" conferences on certain major program problems are under consideration.

Advisory Committee on Policy on Washington International Center

This committee met last on September 14, 1955. The next meeting will be held in February, 1956. Dr. Robert H. Reid has agreed to serve as Chairman succeeding Dr. Russell I. Thackrey who has been Chairman since the Committee was originally appointed in 1951. Dr. Thackrey will continue to serve as a member of the Committee.

Committee on the Inter-American Schools Service

The annual meeting of the Inter-American Schools Service Committee of the American Council on Education was held on January 13, 1956, only one of the ten members being absent. Allocations of the 1955-56 grants-in-aid to 28 eligible schools were authorized in the amount of $123,494, the same as under the 1954-55 contract with the Department of State.

The Washington Office sponsored a meeting on November 10 of Washington representatives of American corporations operating in Latin America in order to acquaint them with a proposed business cooperation program in behalf of American-sponsored schools in that area.

The Director attended the Education Session of the National Foreign Trade Convention in New York on November 14. Later in November he participated in the meeting of the Latin American Accreditation Committee of the Southern Association of Colleges and Secondary Schools, held in Havana, Cuba, and inspected two grant schools in that country, viz: Ruston Academy in Havana and American Central School in Nueva Gerona, Isle of Pines. Returning from Cuba, he attended the annual meeting of the SACSS in Miami Beach and the Sixth Conference on Caribbean Affairs of the University of Florida at Gainesville. Other annual meetings attended by the Director were those of the American Council on Education and of the American Historical Association, both in Washington, D. C.

During the period indicated, further important progress was made in carrying forward the supplementary teachers recruiting program with some 90 leading American universities and colleges.

The Director gave a talk before the Pan American Club at the Central YMCA in Washington on January 15.

ATTACHMENT B

AMERICAN COUNCIL ON EDUCATION
Washington 6, D.C.

GRANTS

During the period October 1, 1955 to December 31, 1955, grants and contracts amounting to $455,800., have been received by the Council from educational foundations, agencies of the United States Government, as follows:

U.S. DEPARTMENT OF STATE

$175,000.00 to provide funds to enable the Council to continue the program of advice and aid to American-sponsored schools in the other American Republics. (Inter-American Schools Service). For the period October 1, 1955 to September 30, 1956, Contract SCC-23545.

$130,000.00 to provide funds for the furtherance of programs to promote understanding among the peoples of the United States and peoples of other nations by bringing to the United States selected foreign leaders and specialists for programs of travel, consultation and observation. For the period July 15, 1955 through June 30, 1957. Contract SCC-23574.

FUND FOR THE ADVANCEMENT OF EDUCATION

$6,800.00 for support of Conference on the College Teaching Crisis to be sponsored by the Committee on College Teaching, to be held January 19 and 20, 1956.

THE FORD FOUNDATION

$140,000.00 to support the functions of the Washington office of the Joint Council on Educational Television which are designed to protect the television channels reserved for educational broadcasting. For the period January 1 through December 31, 1956.

THE GRANT FOUNDATION

$4,000.00 to provide funds for the preparation and publication of a Handbook on Measurement and Evaluation, an outgrowth of the publication "Educational Measurement" published by the American Council on Education in 1951.

AMERICAN COUNCIL ON EDUCATION
Washington 6, D. C.

ATTACHMENT C

REPORT ON PUBLICATIONS

October 5, 1955 - January 24, 1956

Published

YOUR LIFE PLANS AND THE ARMED FORCES AND TEACHER'S HANDBOOK FOR YOUR LIFE PLANS AND THE ARMED FORCES. Prepared under the direction of the Defense Committee of the North Central Association of Colleges and Secondary Schools, Lowell B. Fisher, chairman. Published October 14. Test, $2.00; Handbook, $0.60.

AMERICAN AND CANADIAN VIEWPOINTS. By Dennis H. Wrong, prepared for the Canada-United States Committee on Education. Published November 10. $1.00.

NEWSLETTER of the Commission on Accreditation of Service Experiences. December 1955. Free to membership.

NEWSLETTER of the Inter-American Schools Service. January 1956. Free to Inter-American Schools.

ACTION UNDER WAY TO MEET THE RISING TIDE OF ENROLLMENT IN AMERICAN COLLEGES AND UNIVERSITIES. Reports at the Annual Meeting, October 6, 1955, to the American Council on Education. January 1956. Apply.

THE RESPONSIBILITY OF HIGHER EDUCATION FOR HELPING TO DEVELOP INTERNATIONAL UNDERSTANDING. A Series of Papers Presented at the Annual Meeting of the American Council on Education, October 6, 1955, together with a Summary of the Subsequent Discussion. Preprinted from The Educational Record for April 1956. January 1956. 1-9 copies 25¢ a copy; 10-25 copies 10% discount; 26-99 copies 25% discount; 100 or more copies 33 1/3% discount.

THE EDUCATIONAL RECORD, January 1956.

In Press

AMERICAN UNIVERSITIES AND COLLEGES. Seventh edition, 1956. Mary Irwin, editor. To be published in April.

AMERICAN JUNIOR COLLEGES. Fourth edition, 1956. Jesse P. Bogue, editor. To be published in April.

AMERICAN COLLEGE LIFE AS EDUCATION IN WORLD OUTLOOK. By Howard E. Wilson. Studies in Universities and World Affairs Series. Prepared for the Carnegie Endowment for International Peace. To be published in March.

BACKGROUND FOR A NATIONAL SCHOLARSHIP POLICY. Compiled and edited by Elmer D. West under the supervision of the Subcommittee to Correlate Basic Data for a National Scholarship Policy of the Committee on Relationships of Higher Education to the Federal Government. To be published in March.

FOREIGN STUDENTS AND HIGHER EDUCATION IN THE UNITED STATES. By Cora DuBois. Studies in Universities and World Affairs Series. Prepared for the Carnegie Endowment for International Peace. To be published in April.

SELECTION AND GUIDANCE OF GIFTED STUDENTS FOR NATIONAL SURVIVAL. Report of the Twentieth Educational Conference under the auspices of the Educational Records Bureau and the American Council on Education, October 27-28, 1955, New York City. Arthur E. Traxler, editor. To be published in May.

In Editorial Office

THE EDUCATIONAL RECORD, April 1956.

FROM: SK

ATTENTION OF:

_____ Skornia
_____ Bidlack
__✓__ Hill
_____ Holt
_____ Blackburn
_____ Schooley
_____ Underwood
_____ Secretarial
_____ Winnie (personal attention)
_____ Other:_____
_____ Strandjord

then ACE file

ACTION:

__X__ For your information
_____ Please handle
_____ File
_____ Return
_____ Comment and return
_____ Supply background info.
_____ Newsletter
_____ Other:_____

DATE: 3/21

Love
Jos

FES - for
a quick glance.

Very much pleased
at extent to which
I was told that
everything we said
(Panel I) made
good sense. Everyone
very nice indeed --
& interested.

ACE Notebook on file.

PROGRAM

Constituent Member Meeting

95 speakers & panelists.

AMERICAN COUNCIL ON EDUCATION

March 19-20, 1956

EDUCATION BEYOND THE HIGH SCHOOL

MAYFLOWER HOTEL

Washington, D. C.

While the meeting is called primarily for representatives of constituent member organizations, representatives of other Council members may participate in the general discussion on March 19.

Our vision would be limited if we failed at this time to give special thought to education beyond the high school. Certain problems exist now in this field, and already we can foresee other needs and problems shaping up in the future.

Shortages now exist in medicine, teaching, nursing, science, engineering and in other fields of knowledge which require education beyond the level of the secondary school. Changing times and conditions create new opportunities, and challenges. There are new possibilities for older persons -- properly trained -- to lead more productive and rewarding lives. The tide of increasing school enrollment will soon reach higher educational institutions. Within 10 years, we may expect three students in our colleges and universities for every two who are there now.

Higher education is and must remain the responsibility of the States, localities, and private groups and institutions. But to lay before us all the problems of education beyond high school, and to encourage active and systematic attack on them, I shall appoint a distinguished group of educators and citizens to develop this year, through studies and conferences, proposals in this educational field. Through the leadership and counsel of this group, beneficial results can be expected to flow to education and to the Nation in the years ahead.

--Dwight D. Eisenhower

Excerpt from Special Message on Education
submitted to Congress on January 12, 1956.

Purpose and Plan of the Conference

The conference was planned in January shortly after the President announced in his Special Message on Education -- an excerpt from which is quoted opposite -- that he would appoint a President's Committee on Education Beyond the High School. The Council's Executive Committee, after a preliminary check with officers of a number of the constituent organizations, proposed to officials of the Department of Health, Education and Welfare that a conference be held early in the spring for the purpose of giving the Council's constituent members an opportunity to present to the President's Committee an analysis of issues and problems in higher education. This suggestion was greeted with approval, although it was made clear that no official of the Department presumed to give a final answer on behalf of the new Committee. Thereupon the Executive Committee authorized preparations for the conference.

Monday, March 19, will be devoted to open discussions in which it is hoped that members of the President's Committee will participate. The Committee on the Conference Summary will meet Monday night. At the Tuesday morning session, March 20, which is for accredited delegates only, the Summary Statement will be considered and approved for transmittal to the President's Committee.

PROGRAM

Monday, March 19, 1956

8:30 A. M. - 9:15 A. M. First Floor Corridor

Registration of delegates and guests

9:30 A. M. - 12:30 P. M. Chinese Room

MORNING SESSION

Presiding: Katharine E. McBride, President, Bryn Mawr College (Chairman, American Council on Education)

Opening Address: "Higher Education and American Society"

Frank H. Bowles, Director, College Entrance Examination Board

Topic I: "Educational Opportunities Beyond High School Demanded by the American People As a Whole"

Speaker: Helen D. Bragdon, General Director, American Association of University Women

Recorder: Charles P. McCurdy, Jr., Executive Secretary, National University Extension Association

Panel Members: E. E. Church, President, Potomac State College, Keyser, West Virginia (representing the American Association of Junior Colleges)

Harry J. Skornia, Executive Director, National Association of Educational Broadcasters

Robert W. Van Houten, President, Newark College of Engineering (representing the Association of Urban Universities)

Topic II: "Demands on Higher Education to Supply Skilled Manpower to Meet the Needs of the Economy"

Speaker: Dael Wolfle, Administrative Secretary, American Association for the Advancement of Science

Recorder: J. Fletcher Wellemeyer, Consultant, American Council of Learned Societies

Topic II: (Continued)

Panel Members: Robert P. Fischelis, Secretary, American Pharmaceutical Association

Carl F. Hansen, Assistant Superintendent in Charge of Senior High Schools, Washington, D. C. (representing the American Vocational Association)

M. H. Trytten, Director, Office of Scientific Personnel, National Research Council (representing the American Association of Physics Teachers)

William C. White, Vice President, Northeastern University (representing the American Society for Engineering Education)

Topic III: "Services Required and Requested of Higher Education to Meet National Needs for Which the Federal Government Has Special Responsibility"

Speaker: Russell I. Thackrey, Executive Secretary, American Association of Land-Grant Colleges and State Universities

Recorder: F. L. Wormald, Assistant to the Executive Director, Association of American Colleges

Panel Members: Donald J. Shank, Executive Vice President, Institute of International Education

William S. Stone, Dean, School of Medicine, University of Maryland (representing the Association of American Medical Colleges)

Charles H. Wheeler III, Secretary-Treasurer, University of Richmond (representing the National Federation of College and University Business Officers Associations)

2:00 P. M. - 4:30 P. M.

AFTERNOON SESSION

Topic IV: "Higher Education's Consequent Need for a Larger Supply of Qualified Students"

Speaker: Rev. Edward B. Rooney, S. J., Executive Director, Jesuit Educational Association

Recorder: Ernest T. Stewart, Jr., Executive Secretary, American Alumni Council

Topic IV: (Continued)

Panel Members: Henry Chauncey, President, Educational Testing Service

Francis Parkman, Executive Secretary, National Council of Independent Schools

Gene R. Preston, Vice President for National Affairs, United States National Student Association

Topic V: "Higher Education's Need for a Larger Supply of Qualified Teachers"

Speaker: J. Conrad Seegers, President, Muhlenberg College (representing the Association of American Colleges)

Recorder: Ralph F. Fuchs, General Secretary, American Association of University Professors

Panel Members: Roger Albright, Director of Educational Services, Motion Picture Association of America

Nathaniel C. Kendrick, Dean, Bowdoin College (representing the New England Association of Colleges and Secondary Schools)

Gould Wickey, Executive Secretary, Board of Higher Education, The United Lutheran Church in America

Topic VI: "The Need for Expanded Facilities"

Speaker: Ronald B. Thompson, Registrar and University Examiner, Ohio State University (representing the American Association of Collegiate Registrars and Admissions Officers)

Recorder: G. Kerry Smith, Secretary, Association for Higher Education, National Education Association

Panel Members: James B. Clarke, Treasurer, Howard University (representing the National Federation of College and University Business Officers Associations)

Oliver S. Ikenberry, President, Shepherd College (representing the American Association of Colleges for Teacher Education)

Eileen Thornton, Librarian, Vassar College, Association of College and Reference Libraries

6:30 P. M. District Room

Dinner Meeting of the

Committee on the Conference Summary

- - - - -

Committee on the Conference Summary

Chairman: Lewis Webster Jones, President, Rutgers University (representing the National Association of State Universities)

Members-at-large: Theodore A. Distler, Executive Director, Association of American Colleges

Frederick G. Hochwalt (Rt. Rev. Msgr.) Secretary-General, National Catholic Educational Association

James McCaskill, Director, Division of Legislative and Federal Relations, National Education Association

The Recorders

* *

Tuesday, March 20, 1956

10:00 A. M. - 12:00 Noon East Room

MEETING OF CONSTITUENT MEMBER DELEGATES

Consideration of the Conference Summary

AMERICAN COUNCIL ON EDUCATION
Washington 6, D. C.

CONSTITUENT MEMBER CONFERENCE

March 19-20, 1956

Mayflower Hotel
Washington, D. C.

Persons Planning to Attend

Delegate	Representing
Ralph W. Aigler University of Michigan	National Collegiate Athletic Association
Robert C. Anderson Southern Regional Education Board	Southern Regional Education Board
Russell Andrus International Cooperation Administration	International Cooperation Administration
Bradford D. Ansley Emory University	American College Public Relations Association
J. W. Armsey State University of Iowa	American College Public Relations Association
Norman Auburn University of Akron	Association of Urban Universities
J. Jeffery Auer University of Virginia	Speech Association of America
Homer D. Babbidge U. S. Office of Education	U. S. Office of Education
I. L. Baldwin University of Wisconsin	North Central Association of Colleges and Secondary Schools
Margaret S. Banister Office of the Secretary of Defense	U. S. Department of Defense
T. A. Barnhart State Teachers College St. Cloud, Minnesota	National Council of Teachers of English
Charles E. Bish McKinley High School Washington, D. C.	American Vocational Association

Delegate	Representing
Lloyd E. Blauch U. S. Office of Education	U. S. Office of Education
Selma M. Borchardt Homer Building Washington, D. C.	American Federation of Teachers
Frank H. Bowles College Entrance Examination Board	College Entrance Examination Board
Helen D. Bragdon American Association of University Women	American Association of University Women
Robert R. R. Brooks Williams College	Association of American Colleges
Brother Augustine Philip, F. S. C. Manhattan College	National Catholic Educational Association
R. B. Browne University of Illinois	National University Extension Association
Samuel N. Brownell U. S. Office of Education	U. S. Office of Education
Franklin L. Burdette U. S. Information Agency	U. S. Information Agency
Daniel E. Button State University of New York	American Association of Land-Grant Colleges and State Universities
John T. Caldwell University of Arkansas	The American Association of Land-Grant Colleges and State Universities
E. E. Church Potomac State College (West Virginia)	American Association of Junior Colleges
James B. Clarke Howard University	National Federation of College and University Business Officers Associations

Delegate	Representing
Shirley Cooper American Association of School Administrators	American Association of School Administrators
Walter L. Cooper The J. Sterling Morton High School Cicero, Illinois	North Central Association of Colleges and Secondary Schools
Terrelle B. Crum Providence-Barrington Bible College Providence, Rhode Island	Accrediting Association of Bible Institutes and Bible Colleges
John T. Cuttino Medical College of South Carolina	Association of American Medical Colleges
Bowen E. Dees National Science Foundation	American Association of Physics Teachers
Lawrence E. Dennis Pennsylvania State University	American Association of Land-Grant Colleges and State Universities
J. S. Denslow Kirksville College of Osteopathy and Surgery	American Association of Osteopathic Colleges
Theodore A. Distler Association of American Colleges	Association of American Colleges
Eleanor Dolan American Association of University Women	American Association of University Women
E. William Doty University of Texas	National Association of Schools of Music
Henry Grattan Doyle George Washington University	Middle States Association of Colleges and Secondary Schools
Mrs. Marion Wade Doyle U. S. Office of Education	U. S. Office of Education
Price Doyle Murray State College, Kentucky	National Association of Schools of Music
Henry S. Dyer Educational Testing Service	Educational Testing Service

Delegate	Representing
Paul E. Ellicker National Association of Secondary School Principals	National Association of Secondary School Principals
William C. Fels College Entrance Examination Board	College Entrance Examination Board
Robert P. Fischelis American Pharmaceutical Association	American Pharmaceutical Association and American Council on Pharmaceutical Education
Margaret M. Foley Conference of Catholic Schools of Nursing	Conference of Catholic Schools of Nursing
John H. Fray Marion College	American Association of Junior Colleges
Ralph F. Fuchs American Association of University Professors	American Association of University Professors
Albert J. Geiger Southern Association of Colleges and Secondary Schools	Southern Association of Colleges and Secondary Schools
R. C. Gibbs National Research Council	American Association of Physics Teachers
Gene D. Gisburne University of Pennsylvania	Middle States Association of Colleges and Secondary Schools
Joseph C. Glose, S. J. Jesuit Educational Association	Jesuit Educational Association
R. L. Goetzenberger 4926 Wisconsin Avenue, N. W. Washington, D. C.	Engineers Council for Professional Development
Francis A. Gregory D. C. Public Schools	American Vocational Association
John O. Gross 1001 19th Avenue South Nashville 2, Tennessee	General Board of Education of the Methodist Church and Division of Christian Education, National Council of Churches of Christ in the U. S. A.

Delegate	Representing
William C. Greenough Teachers Insurance and Annuity Association	Teachers Insurance and Annuity Association
R. G. Gustavson Resources for the Future Inc.	Resources for the Future Inc.
Carl F. Hansen D. C. Public Schools	American Vocational Association
Lowell Hattery American University	Division of Christian Education, National Council of Churches of Christ in the U. S. A.
Earle T. Hawkins State Teachers College Towson, Maryland	American Association of Colleges for Teacher Education
Loretta Heidgerken Catholic University of America	National League for Nursing Education
Algo D. Henderson University of Michigan	Association for Higher Education, NEA
Thomas H. Henderson Virginia Union University	Association of Colleges and Secondary Schools for Negroes
Harold W. Herman 919 North Michigan Avenue Chicago 11, Illinois	College and University Business
Walter E. Hess Board of Higher Education, United Luthern Church in America	Board of Higher Education, United Luthern Church in America
John F. Hilliard Office of Defense Mobilization	Office of Defense Mobilization
Msgr. Frederick G. Hockwalt National Catholic Educational Association	National Catholic Educational Association
Ernest V. Hollis U. S. Office of Education	U. S. Office of Education
Robert V. House University of North Carolina	State Universities Association

Delegate	Representing
Oliver S. Ikenberry Shephard College	American Association of Colleges for Teacher Education
Galen Jones Council for Advancement of Secondary Education	Educational Records Bureau
Lewis Webster Jones Rutgers University	American Association of Land-Grant Colleges and State Universities and National Association of State Universities
James Jordan New York University	American College Public Relations Association
Edward J. Kammer, C. M. De Paul University	National Catholic Educational Association
Elmer Louis Kayser George Washington University	American Association of University Professors
Karl K. Kaufman Butler University	American Association of Colleges of Pharmacy
E. L. Keller Pennsylvania State University	National University Extension Association
Nathaniel C. Kendrick Bowdoin College	New England Association of Colleges and Secondary Schools
Evron M. Kirkpatrick American Political Science Association	American Political Science Association
Miss Alden R. Krocker International Cooperation Administration	International Cooperation Administration
William E. Lloyd American Association of School Administrators	American Association of School Administrators

Delegate	Representing
Katharine E. McBride Bryn Mawr College	Chairman, American Council on Education
James L. Mc Caskill National Education Association	Association for Higher Education, NEA and National Education Association
R. C. McCaughan American Osteopathic Association	Bureau of Professional Education and Colleges, American Osteopathic Association
Henry B. McCurdy The Macmillian Company	American Textbook Publishers Institute
Charles P. McCurdy, Jr. 1785 Massachusetts Avenue, N. W. Washington 6, D. C.	National Association of State Universities and National University Extension Association and State Universities Association
Brian A. McGrath, S. J. Georgetown University	Jesuit Educational Association
R. N. MacBain Chicago College of Osteopathy	American Association of Osteopathic Colleges
Julian L. Maline, S. J. West Baden College	Jesuit Educational Association
Ray Maul National Education Association	National Education Association of the United States
Cyril F. Meyer, C. M. Saint John's University	National Catholic Educational Association
Frederic K. Miller Lebanon Valley College	Association of American Colleges
Lawrence W. Mills American Osteopathic Association	Bureau of Professional Education and Colleges, American Osteopathic Association
Clarence R. Moll Pennsylvania Military College	Association of Military Colleges and Schools of the United States
J. L. Morrill University of Minnesota	National Association of State Universities

Delegate	Representing
Hubert C. Noble Commission on Christian Higher Education National Council of Churches	Division of Christian Education, National Council of Churches of Christ in the U. S. A.
George W. Northrup American Osteopathic Association	Bureau of Professional Education and Colleges, American Osteopathic Association
Col. Miles R. Palmer, USAF Office of Armed Forces Information and Education	U. S. Department of Defense
Francis Parkman National Council of Independent Schools	National Council of Independent Schools
Joseph M. Peach Kansas City College of Osteopathy and Surgery	American Association of Osteopathic Colleges
Edwin F. Peters Des Moines Still College of Osteopathy and Surgery	American Association of Osteopathic Colleges
Richard H. Plock Association of Governing Boards of State Universities and Allied Institutions	Association of Governing Boards of State Universities and Allied Institutions
R. F. Poole Clemson Agricultural College	American Association of Land-Grant Colleges and State Universities
Tom L. Popejoy University of New Mexico	State Universities Association
Gene Preston United States National Student Association	United States National Student Association
J. Freeman Pyle University of Maryland	American Association of Collegiate Schools of Business

Delegate	Representing
Kenneth C. Ray International Cooperation Administration	International Cooperation Administration
John M. Rhoads Temple University	American Association of Collegiate Registrars and Admissions Officers
Peter P. Rice Sidwell Friends School Washington, D. C.	Secondary Education Board
Russell L. Riley U. S. Department of State	U. S. Department of State
Gertrude E. Rivers 4011 Massachusetts Avenue, N. W. Washington, D. C.	National Association of College Women
Paul Robbins National Society of Professional Engineers	Engineers Council for Professional Development
Mrs. S. W. Roberts 1447 S Street, N. W. Washington, D. C.	National Association of College Women
Edward B. Rooney, S. J. Jesuit Educational Association	Jesuit Educational Association
J. Conrad Seegers Muhlenberg College	Association of American Colleges
Donald J. Shank Institute of International Education	Institute of International Education
Richard H. Shryock Johns Hopkins University	American Association of University Professors
Harry J. Skornia National Association of Educational Broadcasters	National Association of Educational Broadcasters
Harold M. Smith Bordentown Military Institute	Association of Military Colleges and Schools of the United States
Glenn Snow National Education Association of the United States	National Education Association of the United States

Delegate	Representing
William C. Smyser Miami University	American Association of Collegiate Registrars and Admissions Officers
William E. Stevenson Oberlin College	National Collegiate Athletic Association
Ernest T. Stewart, Jr. American Alumni Council	American Alumni Council
T. M. Stinnett National Education Association of the United States	National Education Association of the United States
Joseph M. Stokes International Cooperation Administration	International Cooperation Administration
William Stone University of Maryland	Association of American Medical Colleges
Reginald Sullens 222 East Superior Street Chicago 11, Illinois	Council on Dental Education of the American Dental Association
Sister Columba Trinity College Washington, D. C.	Association of American Colleges
Sister Hildegarde Marie College of Saint Elizabeth	National Catholic Educational Association
Sister M. Olivia, O. S. B. Catholic University of America	Conference of Catholic Schools of Nursing
Sister Timothea, O. P. Rosary College	National Catholic Educational Association
Russell I. Thackrey American Association of Land-Grant Colleges and State Universities	American Association of Land-Grant Colleges and State Universities
Robert B. Thomas American Osteopathic Association	Bureau of Professional Education and Colleges, American Osteopathic Association

Delegate	Representing
Morris Thompson Kirksville College of Osteopathy and Surgery	American Association of Osteopathic Colleges
Ronald B. Thompson Ohio State University	American Association of Collegiate Registrars and Admissions Officers
Arthur E. Traxler Educational Records Bureau	Educational Records Bureau
Turner Trimble American Federation of Teachers	American Federation of Teachers
Victor J. Tulane Christian Education Department African Methodist Episocpal Zion Church	Christian Education Department, African Methodist Episocpal Zion Church
James Turner University of North Carolina	United States National Student Association
Robert W. Van Houten Newark College of Engineering	Association of Urban Universities
Bernetta Washington 408 Tea Street Washington, D. C.	National Association of College Women
Alan T. Waterman National Science Foundation	National Science Foundation
Robert J. Wert Carnegie Corporation	Carnegie Corporation
J. Fletcher Wellemeyer American Council of Learned Societies	American Council of Learned Societies
Charles H. Wheeler, III University of Richmond	National Federation of College and University Business Officers Association
W. C. White Northeastern University	American Society for Engineering Education

Delegate	Representing
Gould Wickey The Board of Higher Education, The United Lutheran Church in America	The Board of Higher Education, The United Lutheran Church in America and Division of Christian Education, National Council of the Churches of Christ in the United States of America
Oliver S. Willham Oklahoma Agricultural and Mechanical College	Southern Regional Education Board
Dael Wolfle American Association for the Advancement of Science	American Association for the Advancement of Science
Carl R. Woodward University of Rhode Island	National Association of State Universities
George B. Zehmer University of Virginia	National University Extension Association

March 16, 1956

THE STRENGTH TO MEET OUR NATIONAL NEED

A statement approved by the Constituent Members of the American Council on Education

March 20, 1956

The expanding economy of the United States, the complex social structure which characterizes its life, the demands of national defense and the insistent emphasis upon opportunity for the individual together with a dramatically increased birth rate in the last two decades -- all combine to raise fundamental questions about the place of education beyond the high school in our society. Hence the American Council on Education and its Constituent Member Organizations welcome the appointment by President Eisenhower of a committee on education beyond the high school. This action recognizes that American education faces the greatest crisis and the greatest opportunity in its history.

An enormous demand for trained intelligence to meet a wide variety of requirements must be satisfied if our people are to continue to fulfill their personal aspirations and to contribute effectively to national aims. An enormous diversity of knowledge and skills is needed by our dynamic economy. The demands for trained intelligence come from business and industry, from government, from agriculture, and indeed from every identifiable segment of our society. To meet these demands the opportunity must be given to every American citizen to attain the highest level of education and training of which he is capable.

We must be concerned with individuals at all levels of ability. We must also provide educational opportunities over a continually increasing span of life. Hence, we must continue to develop new educational resources; diverse types of institutions; additional courses of study; and new techniques of instruction such as educational television.

Higher education will be called upon to supply an increasing number of persons with a wide range of skills and abilities, many of these in new fields resulting from the growth of technology, and from our nation's closer relations with the rest of the world. Yet no matter how specialized their work, graduates of the future will have

to find their way in a more complicated society, and will be confronted with complex human problems requiring the broader training associated with the liberal arts. The need for men and women trained in the various specialized fields and at the same time equipped with broad human understanding is certain to make a demand upon our society's reservoir of ~~brains~~ talents far greater than we ~~can~~ are currently prepared to supply.

Over and above the general claims of the American people and the economy, special demands are made on educational resources by the Federal Government in areas for which it has ~~taken~~ direct responsibility, such as national defense, international relations, agriculture, and public health. Military training programs, extending to more than three hundred campuses, are dependent on facilities predominantly furnished by the colleges. Research on problems directly related to defense make further heavy demands on the colleges for trained manpower and use of facilities. The successful conduct of international relations requires the promotion of mutual understanding through study courses and exchange of persons, the provision of technical assistance to foreign countries, and the training of personnel for all kinds of overseas service. Since the first days of the Republic, agricultural improvement has been recognized as a prime concern of the Federal Government. In recent years, medical research and to a lesser extent public health services in general have been similarly regarded. In both fields the colleges are expected to play a major role, especially in providing professional training for large numbers of people. These demands in total have a heavy impact on educational institutions.

Since this country's resources of manpower are limited, particularly in the eighteen to the twenty-four year age group which supplies most of the students for institutions of higher learning, the welfare and security of our people as a whole may well depend upon the extent to which we are able to educate each young man and woman to his or her full capacity. It is a well established fact that at least one hundred thousand young men and women each year with high qualifications for college and university education are not continuing beyond the high school.

How do we tap this pool of qualified students? The first task is obviously that of identification of those who should come. Though some efforts are being made, a complete and clear audit of the number and abilities of all our students from elementary grades on is required. The findings of such an audit must then be cooperatively used by all segments of education to identify those most qualified to continue.

Once identified, these students must be inspired to continue their educational development to insure the fullest satisfaction for themselves and their greatest potential service for the nation. To achieve this result, will call for ~~the best~~ guidance ~~procedures~~ at all levels of education and cooperate effort in the local communities.

~~Once identified and once inspired,~~ opportunity for ~~their continuing~~ education to a level appropriate to their capacity must be assured by adequate financial support. Not only ~~must~~ the American family put a higher premium on ~~continuing~~ education and give a higher priority to providing the costs of that education, but larger numbers of additional scholarships must be provided, and all other ~~reasonable~~ forms of financial aid explored.

Even if ~~high tests~~ of quality are applied to every type of education offered, enrollment of students ~~beyond the high school~~ according to conservative estimate will double by 1965. The present teaching force of 190,000 would also have to be ~~doubled~~ if the present ratio of teachers ~~were~~ to be maintained. Other forms of post-high school education might require an even sharper increase figured on the same basis, since part-time enrollments, particularly of adults, are mounting more rapidly than the enrollment of full-time students. In view of the competing demands of Government, industry, the professions, and other levels of education for trained personnel, it is unlikely that enough teachers can be found to meet the needs of higher education on this theoretical basis. Nevertheless a very large increase in the faculties of colleges and universities will clearly be necessary. A corresponding increase of

qualified administrators will also be required.

Society has a right to demand that teachers and administrators in all academic institutions be highly qualified, since upon their work depends to a large extent the nature of our culture and our citizenship. Since the gifted teacher must have such special personal qualities as well as rigorous training, the recognition and encouragement of able persons to enter the teaching profession become especially urgent. It is also essential that means be found to retain effective teachers in the profession until they have made their maximum contribution.

Organizations in the field of higher education, and a substantial number of colleges and universities themselves, sometimes in cooperation with secondary schools, are at work in planning and executing means to identify, encourage, and train a greater flow of competent recruits to faculty ranks. They are working to enhance teacher effectiveness through the use of teaching aids and the encouragement of greater initiative among teachers and students. They have plans to increase the available supply of teaching personnel by drawing upon the services of a larger proportion of women, and by utilizing ~~teachers~~ persons who have passed the normal ages of retirement, whether in teaching or in other occupations.

From government and from the public, we seek recognition of the critical importance of ~~recruits from among the nation's most highly qualified~~ attracting more of the young people into college & univ. teaching & admin. who are ablest to college and university ~~teaching and administration~~. From society we ask ~~also that the attractiveness of the academic profession as a career be enhanced to promote~~ increased public respect for the teaching function, ~~to improve available facilities, to add to personal and family security and to increase salaries~~. Perhaps the most important need is to spread understanding of the conditions of effective teaching, including full freedom of teaching and research, and better salaries + greater personal + family security.

With the present record-breaking total of 3,000,000 college students likely to double by 1965, the need for expanded facilities will be proportionate unless more effective use can be made of present buildings and equipment. One authority estimates construction costs of approximately 13 billion dollars over the next ten years, or almost double the present rate of expenditure for this purpose, even though all the

institutions involved take responsibility for rigorous self examination to make sure of the maximum use of present facilities, and participate in state-wide, regional, and national planning to achieve coordination and consequent economy in the use of educational facilities.

It is clear that provision of educational opportunity for all qualified youth, recruitment and maintenance of adequate faculties, and necessary expansion of educational facilities -- all for the purpose of meeting clearly present or foreseeable needs of our society -- will call for a very large increase in funds. It is not so clear what proportions of these funds should be supplied by available sources, such as increases in tuition, individual gifts, corporate contributions, and appropriations by local, state and federal governments. We urge The President's Committee to study this problem and to make appropriate recommendations to the American people. We are confident that when the need is understood, the people will support a sound program of action to supply the essential funds.

AMERICAN COUNCIL ON EDUCATION

Constituent Member Meeting
Mayflower Hotel, Washington, D.C.
March 19-20, 1956

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HIGHER EDUCATION AND AMERICAN SOCIETY

Frank H. Bowles, Director
College Entrance Examination Board

The purpose of this meeting is to discuss the future of American higher education. In so doing, we will search the past for clues that may be transmuted into insights. But always, our concern will be with an anxious future.

The purpose of this paper is announced in the program as a discussion of the role of education in American society. Such a discussion, by its very nature, must begin with an examination of the development of American education, since it is only through such an examination that we can form any conclusions as to the relationships between society and education which have controlled the developments of the past, and which may reasonably be expected to control developments in the future.

This examination can begin, appropriately, with the observation that we are approaching the end of a decade in American history when the entire complex of activities that we call higher education has been the object of constant public attention.

The decade began when veterans' legislation and the devevelopment of government-sponsored research programs established higher education as an essential element in national policy. Since then we have lived through the veterans' rush which began by uncovering deficiencies we had never realized, and ended by exciting us all over the prospect of reaching groups and problems that we had always thought to be beyond our reach. During this decade, we have seen higher education given special status by the armed forces during the Korean War. We have seen it become the pivot in a campaign to develop new mores for corporate giving. We have seen tremendous increases in facilities and resources, particularly in the tax-supported segment and have known wide public discussion of more facilities and resources. Now we are participating in the development of a talent hunt, aided by the establishment of scholarship programs over which, curiously enough, higher education has no direct control. And, as we are ending the decade, there is developing a recruiting campaign, which is in large part being conducted by government and industry, to increase the number of students in science, engineering, and mathematics.

And, while all of these external pressures to take more scholarship students, to search out new resources of talent, to take more students of mathematics and science, are being exerted upon us, we still face the problem of apportioning the resources we have to care for the students we have. Altogether, it has been a busy decade. But, busy as it has been, I am sure that we all know that this is only the beginning. From now on higher

education is to be the concern, and in a sense the property of the whole nation, rather than of any part of the nation. It is best that we recognize now that our business is everybody's business.

If the variety and duration of this attention is a new experience for us, the reason is, I think, largely to be found in the fact that during the first half of our century, the bulk of the attention that has been given to education has gone to secondary education. If so, this is entirely natural, for during those fifty years we have planned and built a system of secondary education complete with plant, teachers, administrators, and controlling philosophy. It is a system which has developed from a spotty offering of education to some 700,000 pupils in 1900 to the point where it is now, albeit with creaks, groans, and complaints, able to care for over 7,000,000 pupils and is in process of adjusting itself to hold and care for an even larger number. In terms of percentages, it took care of 11½% of eligible pupils in 1900, while today it cares for 80% of the eligibles.

Viewed over half a century, this seems an almost incredible accomplishment. In order to achieve it, it has been necessary to gain general acceptance for the concept that every child is entitled to opportunity for education to the fullest extent of his abilities; to develop a curriculum which would implement the concept and a system of teacher education which would implement the curriculum. Naturally, these items have not been cared for in such a precise, neat pattern, but they have been cared for. The concept only began to gain general acceptance, and to assume control during the 1930's, and its ultimate statement as a matter of public record came only a few months ago in the report of the White House Conference on Education.

The system of teacher education has been developed from the point of granting 600 degrees in education during the five years from 1901 to 1905 to the granting of 198,300 degrees in education in the three-year period 1951-53. And the curriculum, despite shortcomings that are often made sufficiently explicit by college teachers discussing the qualities of the freshman class, is nevertheless a remarkable achievement in compromising the requirements of the economy and of our society as a whole with the requirement that the individual be given both maximum freedom and maximum opportunity.

There are, of course, many more remarks that might be made about this achievement, but most of them would be tangential to the purpose of a paper that is centered on higher education. However, it is appropriate, though probably superfluous, to point out that the development of higher education in all of its size and variety has been both supported and forced by the growth of tax-supported, publicly-controlled education. Certainly, had our colleges and universities continued to rely, as they relied half a century ago, upon a system of secondary education in which college entrance was both the main objective and the criterion of student success, and in which the curriculum was controlled by the university curriculum, they could not have grown as they have grown. The intervening half century might well have been a far more comfortable one, and our mean standard of scholarship might well have been higher than it now is, but we would have been denied the privileges of exploring new fields of education and the excitement of crossing new social frontiers.

On this point, the evidence on the development of secondary education and higher education in Europe, and even in England, where secondary education has been maintained with a controlling criterion of university entrance, and with a curricular control exercised by the universities through central ministries of education, is startling in

terms of the contrast between the educational opportunities available to, let us say, the ten-year old European child in a middle school, and the ten-year old American child in a grammar school. There is no doubt that the universities across the seas have maintained high standards of scholarship, and that their life during the past half century has been comfortable, aside from the disturbances of war, but there can be no doubt that the comfort and the scholarship have been paid for by circumscribing educational opportunities.

Now that the achievement of creating a full system of secondary education is a matter of record, it is worth our while to inquire as to the nature of the social movement that brought it to pass and, if possible, to state it, for a movement of such force is obviously a fundamental one which will, though perhaps in modified form, have its effect on higher education.

This social movement is one which has been marked by four phenomena, which are almost certainly, but perhaps not provably, related, and which for purposes of this paper are assumed to be related.

These are:

1. The steady, even spectacular growth in the percentage of youth attending school of college.

2. The steady, though not spectacular, decline in the percentage of youth in the labor force.

3. The steady growth in productivity per capita, as noted and charted by the economists.

4. The steady expansion of the economy in terms of capital investment.

The relationship of these four phenomena to each other is certainly not obvious on the surface. But I suggest that it is clear if we consider them as being each in some measure a result of a social movement by which we have, in fifty years, replaced apprenticeship with education. I should here explain that I am not using the word "apprenticeship" in its formal historical sense, but rather as a description of the process of fundamental education in simple skills.

The provability of the thesis that apprenticeship has been replaced by education rests fundamentally upon statistics which can be mined from various government sources.

As to the growth in the percentage of youth attending school or college, these statistics show that in 1900 there were, in round numbers, 12 million youth between the ages of 14 and 21. Of these, less than a million were in either school of college. By 1950, there were over 17,400,000 youth between the ages of 14 and 21. Of these, just over 9 million were students in school or college. In other words, during a period of fifty years, the age group increased by 44%, while the school and college enrollments drawn from that age group increased by nearly 1,000%.

The decline in the percentage of youth in the labor force is established by a complementary series of statistics. In 1900, out of the 11 million youth not in school or college, and hence available for the labor force, 8 million were actually in the labor force, They constituted more than one-fourth of the existing labor force of 30 million.

By 1950, out of the 8,300,00 youth not in school or college, 5,700,000 were actually in the labor force. They constituted less than one-tenth of the existing labor force of nearly sixty million.

The evidence as to steady growth in productivity per capita is not so dramatic as the evidence on the shift of youth from the labor force to formal education, but the main reason for the lack of such evidence is the difficulty of deriving a single figure which will be a true index covering all productivity of all workers. The Office of Business Economics of the Department of Commerce estimates that per capita productivity has increased since 1929 at an average rate of 2% per annum. Since this is consistent with figures drawn from some still unpublished research showing that productivity per capita has increased annually at the average rate of 1.9% since 1873, it seems safe to use this as the evidence substantiating this point.

The evidence as to the expansion of the economy in terms of capital investment is also difficult to come by. However, again, the Office of Business Economics produces a figure showing a reinvestment of 14% of the gross national product in 1953, which in turn is consistent with a figure of 15½% of similar reinvestment in 1929. While it is perhaps dangerous to apply these figures throughout this century, they can be taken as evidence that such reinvestment was going on during the period under consideration. As a matter of fact, it may be that we do not need formal evidence of the existence of this reinvestment. Certainly, the financial pages give daily evidence that such reinvestment is going on, even though they, like the meager statistics available, give us very little information in terms of trends or percentages.

It is difficult to say that the evidence supporting these four phenomena establishes beyond a reasonable doubt that they are all in some measure the results of the replacement of apprenticeship by education. However, I think that an examination of the results of what has been in fact a revolution in education will supply the evidence that the statistics cannot.

Consider for a moment what would have happened if the revolution had not taken place. In that case, as of 1950, out of our 17,400,000 youth we should have had only 1,270,000 in school or college, 16,100,000 available for the labor force, and 11,800,000 actually in the labor force. This would have meant that the youth in the labor force would be double the number we actually have, and that the labor force itself would be increased from 60 million to 66 million. This would mean, in turn, that, even assuming the maintenance of our present total output, the productivity per capita would be considerably diminished. And almost certainly, this, in turn, would mean that the amount of the gross national product available for reinvestment for the expansion of the economy would be much smaller than the 14% which was so available only three years ago.

This argument can, of course, be carried a good deal farher. If we had not enlarged our educational system, then the producing and distributing segments of the economy would themselves have had to carry the burden of educating their workers through a form of apprenticeship, and would themselves have had to do all of the work of identifying potential leaders, in order to man an expanding economy that had discovered and was perfecting the arts of mass production and mass distribution. And this, in turn, would have meant that this burden would have been an additional charge against operating costs, which, in turn, would still further have reduced the amount of the gross national product available for reinvestment.

However, as it happens, we have changed our educational pace. Therefore, we are currently withholding six million from the labor force during a period when their productivity under training would have been below average, and, furthermore, are compounding this benefit by relieving the employers of the burden of training those youth. Since these youth enter the labor force already prepared to work at high productivity, there is, and has been, a steady increase in per capita productivity. And since per capita productivity is a function, in fact a reciprocal function of the amount of the gross national product available for reinvestment, the result has been the generation and input of additional capital stock for the support of still further increases in productivity. The fact that the sums available for reinvestment have been still further increased by shifting the charges for education to the taxpayer, instead of absorbing them in production costs, means that in addition to the general benefits of developing an educational system there has been an excellent extra dividend, roughly related to the cost of running the educational system, available for additional investment.

The central fact which emerges from this analysis is that there is a deep-rooted interaction between the educational system as a whole and the economy as a whole, which has made it possible for our economy to expand by literally forcing the expansion of our educational system.

However, the two expansions while basically related are not necessarily in phase. It is to this point that we can look for explanation of the attention given to higher education during the last decade. The reason is that higher education is now the only remaining segment of our educational system in which there yet remains any real room for expansion which is perhaps another way of saying that higher education has gotten out of phase with the expansion of the economy. In order to demonstrate this it is necessary to have recourse to another set of statistics.

In 1900, as noted before, secondary schools were caring for 11½% of their age group. By 1940 they were caring for 72%, by now they are caring for 80%, and by 1965, according to projections, they will be caring for 83% of the age group. Clearly, therefore, secondary schools are dealing now with a percentage of their age group that is about as large as it will ever get to be. Perhaps it will reach 85%, but it does not appear that it will go beyond that.

In other words, having set the most elastic definition of secondary schooling that we now conceive to be possible, we have approached the point of providing maximum opportunity under that definition. Any further changes within our time will be small in their effect.

On the other hand, higher education dealt with 4% of the age group in 1900, 15% in 1940, nearly 3)% in 1954, and is expected to reach between 40 and 46 % in 1965.

Clearly, therefore, we have not reached our limits either in the definition of higher education, or in providing maximum opportunity within that definition. Until we have done so, we cannot estimate the percentage of the age group that may seek higher education. Within present definitions and opportunities, it may easily reach 50%. Under others, it might reach as high as 60%.

The production of these staggering figures leads us naturally to an inquiry as to the reasons for the tremendous expansions in the demand for higher education. Here, obviously, there is no one answer, but there may well be one answer that covers more territory than any of the others.

The answer I suggest is that just as secondary education became the instrument for replacing apprenticeship, so higher education has become the instrument for servicing and creating professions. In order to accept this, you must accept a looseness in definitions under which the word "profession," as used here, applies not only to the established and defined professions of teacher, physician, engineer, and lawyer, but also to newer professions such as social worker and scientist, and even to still undefined professions, such as the management of men, the management of money, or the management of opinion, as well as all of the recognized auxiliary professions, such as accountancy, public administrator, librarian and pharmacy, and the innumerable semi-professions that support them.

The task of staffing professions is not, of course, a new one for higher education. It has been a role for systems and programs of higher education in all countries from the time of the first establishment of universities. It was, to a considerable extent, the task of our system of higher education at the turn of the century.

Had we continued that system without change to the present day, we would presumably have ample supplies of natural scientists, of humanists, of practitioners in health fields, and of lawyers, and some, but inadequate, supplies of engineers and social scientists. But we would be almost without any supplies of college-trained school teachers, businessmen, government servants, home economists, architects, journalists, librarians and social workers. Furthermore, there would be no opportunities for college training in nursing, or medical technology, or secretarial fields. Preparation for these professions and semi-professions accounted for less than 10% of the activity of higher education in 1900. Today, it accounts for 46%, if we judge on the basis of statistics, and more than 50%, if we judge from our own knowledge and experience.

The fact that half of the activity of higher education today is devoted to activities that were barely, or not at all, considered a part of higher education in 1900 establishes, I think, a social trend that will probably control the developments with which we must deal.

The trend is a difficult one to characterize in a phrase, but essentially it is a tendency for professions to proliferate, or in the modern financial phrase, to spin off auxiliary professions and semi-professions. It is also accompanied by a tendency for the professional man, whether he is a manager or a doctor, or a lawyer, to move himself into a specially prepared working place, to surround himself with professional or semi-professional assistants, and, relying on communication and transportation, to transmit his decisions, to multiply his work accomplishment and his influence.

The prime example of this is today the doctor who in fifty years has moved his place of practice from the patient's home to the hospital, where he is surrounded by all manner of professional and semi-professional assistants and colleagues and supported by a huge medical manufacturing industry for supplies and equipment. But this is only one example. We have created a totally new profession of scientist and have set him up on a basis comparable to that of the doctor in both industry and government. The engineers are now in process of doing much the same thing at the planning and sometimes the administrative levels.

Probably this trend would be best described as an institutionalization of our professions, but if we so describe it, we must be careful to note that it is a trend that is still developing, and that its ultimate development is closely related to the development of higher education.

If we accept these two trends as established--the replacement of apprenticeship by secondary education and the development of higher education in the direction of creating and serving professions which are themselves assuming an institutional form, we can erect a useful hypothesis as to the direction and possibly even the extent of the further development of higher education.

In erecting this hypothesis we have the advantage of half a century of experience in expanding educational systems. We know, or should know from experience that if the expansion of higher education follows the pattern of the expansion of secondary education it will produce the following phenomena.

1. The concept controlling higher education which is now based on the selection of youth with ability to follow professional or cultural interests will be broadened to the point where it will resemble the concept now controlling secondary education--namely that of offering broad opportunity to the fullest extent of individual abilities.

2. A sizable percentage of the age group 18-21 will be shifted from the labor force to college. Furthermore, since higher education affects a sizable number of individuals above the age of 21, there will be some shift from the labor force to education within an age group not presently heavily affected by the expansion of education.

3. In order to provide teachers for the additional students in higher education it will be necessary to develop college teacher training programs. The problems of developing such programs will not be as great as the problem of developing a teaching force for schools at earlier levels, at least not in terms of numbers, but the problem will be large enough to be identifiable and to require special solutions.

4. Productivity will again increase thru the witholding of additional youth from the labor force thru their period of advanced training, with the consequent benefit that these youth will, upon entry into the labor force produce at a higher rate than they otherwise would have.

5. The capacity of the economy to expand itself thru additional investment from the gross national product will be increased. Additional investment funds will also be made available by the shifting of the responsibility for certain forms of specialized and advanced training from the employers to the taxpayers.

6. The expansion of the economy will again generate a need for even more people with superior skills and the ability to produce at a high rate.

In concrete terms, or at least in terms as concrete as they can be made, these phenomena will be manifested somewhat as follows:

First, the broadening of the concept controlling higher education will result in bringing in to the area of what is now higher education a large number of fields that are not classified as semi-professions, and as technician activities, including fields that have not yet attained to either classification. This broadening of concept is already noticeable in the simple fact that a President of the United States appointed, in 1946, a Commission on Higher Education, whereas in 1956 another President has appointed a Committee on Education beyond the High School.

Second; the percentage of the college age group that will actually be in college will rise rapidly, continuing the trend that began in 1940. As suggested earlier, it will be about 40% by 1965. Thereafter it should continue to rise, although at a slower rate of increase, until it approaches its probable limit. We do not know what that limit will

be, nor how long it will take to reach it, but since we know that it took secondary education fifty years to approach its apparant limit of 85% of its age group, we are justified in assuming that it will take higher education forty years, taking 1940 as the starting date, to approach a probable limit of 60% of the age group.

Third, The training of college teachers will be recognized as a special problem to be solved by the development of special programs analagous to the secondary school teacher training programs now being developed by some of our leading liberal arts institutions. It is even possible that some courageous institutions may undertake to orient themselves to the training of college teachers rather than continue the development of their present multi-purpose programs.

Fourth; the additional increase in productivity will take place largely in highly technical fields and enterprises, relating to communication, transportation, and energy. These are fields in which the help-wanted sections of every Sunday paper bear witness to the fact that expansion is limited only by the availability of educated workers at both professional and semi-professional levels.

Fifth; the further expansion of the economy will, like the additional increase in productivity, be heavily concentrated in fields which are now waiting for additional manpower to accomplish the expansion that is even now necessary just to enable them to keep abreast of current needs and developments that are already in view.

Sixth; further expansion in the economy will in its turn generate a new cycle of demand for further extension of education, with all of the concomitant measures, problems, and results which we faced a generation ago with respect to the development of secondary education, and which we face today with respect to the extension of higher education. Fortunately for us, these further levels of demand do not concern us at present, but we may be sure that they will exist, and that another generation must prepare itself to face them.

Specifically therefore, we can look for the following developments in higher education.

1. The development of more new professions and semi-professions with supporting programs of education leading to new degrees.

2. Continued emphasis on technological education.

3. Increase in graduate education for teacher education, the further development of advanced professional education, and probably some further development of existing graduate education.

4. Increased emphasis on talent searching, guidance, and placement for the better use of both human and educational resources.

5. Continued shrinkage, percentage wise, of the liberal arts groups within higher education, counterbalanced, from the liberal arts viewpoint, by continued increase in the liberal arts content of professional education.

Having in this paper already ventured far beyond the safe limits of hypothesis and speculation, it is obviously now too late for me to use the classical closing phrase of "beyond this I dare not go". The only precaution I can take is to remind you, in case you need reminding, that these are only one man's guesses. I cannot vouch for their accuracy. But I can note that, in the light of present knowledge we do not seem to have done much more than to cross the frontiers of opportunity in the development and professional application of the social sciences and the sciences. Hence it seems a reasonably safe observation that we can expect to spend the rest of our own professional lives in helping to support explorations that will ultimately go far beyond those frontiers.

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EDUCATIONAL OPPORTUNITIES BEYOND HIGH SCHOOL DEMANDED BY THE AMERICAN PEOPLE AS A WHOLE

Helen D. Bragdon
General Director, American Association of University Women

Of the six sub-topics assigned to the theme, "Higher Education and American Society," it is evident that Topic I, "Educational Opportunities Beyond High School Demanded by the American People as a Whole" is intended to cover a broad base.

Let us assume first that the phrase "American people as a whole" means just that. From a job classification point of view, our topic would then include the demands and recommendations from the unskilled and the skilled, the semi-professional and the professional, the unpaid and the paid workers. What will they, as parents, demand in education beyond high school, whether they are high or low salaried, below average or gifted, whether elevator operators or nuclear physicists? Whether the individual is being reconsidered by a Washington cab driver or by David Riesman, there will be definite ideas forthcoming on the kind of education needed in the future for secretaries, electronic engineers, photographers, teachers, architects, house wives, pharmacists, public administrators, beauty operators, philosophers, social workers, TV artists, diplomats, and so on--all of whom will be people and American citizens first of all.

Let us assume secondly that "education beyond high school" means just that. The field would then include, I gather, not only the university with its graduate schools, the four-year liberal arts college, and the state four-year degree institutions, but also the junior college or the community college, as well as other needed types of adult public education such as institutes, or accelerated refresher courses.

Even if we assume that individuals demanding these types of education possess ability to profit by them, we should nevertheless be aware of certain inequalities of opportunity which may be a growing hindrance in the future. A poor educational region or poor individual schools may prevent or damage educational opportunities beyond high school. Robert C. Story, in a 1951 study, shows that there were then whole sections of the United States with only 10% or 11% of 18 to 21-year-old non-veterans in college. Lack of funds or lack of information about available scholarship aid very often confine able boys and girls to whatever education is available within commuting distance of their homes. Minority groups - whether Mexicans, Orientals, French Canadians, Indians, or Negroes, may in certain regions encounter inequalities in educational opportunities based upon differences in ethnic background. Women are sometimes in a minority group classification in regard to entrance into certain curricula. Last of all, as Dr. John Perkins points out in the lead article of the March 17 Saturday Evening Post, "What Is a High School For?", it may be the college

ability group which suffers most from inequality of opportunity, since they may have inadequate preparation in certain small or superficial function high schools. Therefore, when we talk of the demands for educational opportunities from the American people as a whole, it is well to remember that these demands and needs may differ in different communities and in different states because of these inequalities in educational opportunities.

That the states are alert to the challenge of these situations is evident. Since the end of World War II, and especially in the last few years, an impressive number of state studies and surveys of higher education has been made. In the September 1955 issue of the Annals,[1] Dr. A. J. Brumbaugh and Dr. Sugg analyze briefly the objectives and assumptions of state-wide planning studies of Minnesota, Louisiana, Arizona, Florida, and Mississippi, and they mention others. They also discuss the role of regional planning and interstate compacts, concluding that with the increase of college enrollments, those engaged in regional action and planning are likely to be challenged to study "the problem of quality in mass education" and the "development of a broad conception of what constitutes excellence."

In the preliminary report of the Florida study, there are eleven basic assumptions, four of which I think are worthy of repetition here:

No. 3 - that diversified types of education programs should be provided to meet diversified needs of the students and of the state, for practical and liberal education.

No. 5 - that Florida will assume its share of responsibility in fields of regional, national and international education.

No. 8 - that professional and lay leaders of Florida will participate in the identification of present and emerging needs of the state in higher education and in the development of plans to adjust programs and facilities to such needs.

No. 9 - that from the present study (there be) a continuous study process to keep higher education sensitive to the needs growing out of changes in the socio-educational life of the state.

These emphases upon practical and liberal education, upon international education, upon responsibilities of lay as well as professional leaders, and upon the necessity for continuous study are worthy of note.

Perhaps the most helpful plans identify the kinds of ability which can profit by the different types of post-secondary education. The California study[2] goes further by differentiating quite clearly the functions of the different types of institutions in the state and their contributions. For the university, the report reserves the functions of research, instruction of the able, and training for professional careers. It recommends that junior colleges concentrate on technical-vocational education, general education, lower division pre-transfer education, adult education of certain grades, and guidance. The state colleges, the report submits, should educate for responsible citizenship, for occupational competency at the four and five year degree level,

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1/ Annals of the American Academy of Political and Social Science, pp. 32-41.

2/ A Restudy of the Needs of California in Higher Education, T. R. McConnell, Chief Consultant.

and for community service. The recent Maryland study,1/ while emphasizing the pre-transfer function of the junior college, states also, "The junior college may be regarded as an effective means our society has invented for adjusting education costs and services to the financial ability, the educational potential, and the occupational objectives of those aiming at service on the technical and semi-professional levels."

As we mention occupational objectives, we remember the predicted technological changes which may render many jobs obsolescent almost over night, and may produce new occupations such as those demanded by automation. Therefore, will not a careful guidance and counseling program be needed and demanded to help the individual create a planned response to these sudden changes, and to guide in the quick adjustment of interests, knowledge and skills? I like also Dr. Malcolm Maclean's emphasis in the Yearbook of the National Society for the Study of Education,2/ that all these changes indicate as well "an impelling need for the education of youth and adults in both the liberal and cultural heritage of the past, and, through general education, in how to come to grips with current and future problems."

The probable development of a shorter work week brings the probable twin demand a providing what someone has called "models of competent leisure" for the future, together with the requisite education for different patterns of leisure. Many of you are familiar with David Riesman's essay on leisure in "Individualism Reconsidered."3/ He points out that the combination of a shorter work week and work without much mental or physical strain will leave much energy and restlessness for the leisure periods. On the other hand, automation may bring new tensions because of responsibility for automated equipment. Professional people will need relief from another kind of tension: constant exposure to interpersonal situations which may demand re-creation before any creation in leisure time. All this means, does it not, that needed future education for leisure will be complex rather than simple, and must recognize differences in work patterns as well as differences in individuals.

Another important question in relation to these demands for post-secondary education is the expected role for women. A girl high school graduate who marries is likely to enjoy in the future an increasingly shorter house management week because of prepared foods and labor-saving devices. At the same time, she will acquire a more time-consuming list of home and family responsibilities, because the home and home environment more and more include the community as an enlarged home. For these and other reasons women are going to demand more general education to keep pace with the thinking, awareness, concerns and activities of husbands and children. If at any period she adds to her responsibilities part-time or full-time gainful employment, she may then demand a short term training for the job, a full and thorough course of preparation, or - if formerly trained - the opportunity for a refresher course.

The girl of high ability, capable of securing a bachelor's degree, may not have the cordial reception which she has at times enjoyed from admissions committees of coeducational institutions. Dr. Eleanor Dolan of our staff has asked the following questions of our membership concerning the college education of women: "Will girls be able to compete freely for college admission?

1/ The Needs of Higher Education in Maryland, 1955 - p. 62.

2/ The Public Junior College, NSSE Yearbook LV Part I, 1956, p. 30

3 Riesman, David - Individualism Reconsidered: Some Observations on Changes in Leisure Attitudes.

University admission? Will more exacting admission requirements be set for them in terms of - say, ability, grades, motivation, objectives? Are preparations being made for additional women's housing, or will that later be a limiting factor? Will they be admitted for any curriculum? Will they be admitted to universities only at upper-class level? If coeducational colleges become too crowded to receive girls, will the women's colleges be able to receive them? Will junior colleges become chiefly women's colleges" Will girls have equal opportunity for scholarships? Will the rate in the 1950's of women dropping out of college be held against their admission in the'60's? Will it be held against them in the '60's when they apply for graduate or professional schools?

"How important is financial aid as a barrier to any post-high school education? Will increased need for specialized personnel bring more scholarship aid? For both boys and girls? Only in the natural sciences? What scholarship aid is available for undergraduate women? For graduate women? Should women be allowed to compete equally for financial aid at the graduate level?

"What about the woman college graduate with the ability to go on for graduate degrees? Should this question be asked solely from concern for an individual with inadequately used talent and ability, or is there a critical social and economic loss to be considered? To how great an extent is the frequent weak motivation for advanced work linked to possible conflicts over marriage and career? In view of acute shortages in the professions facing us, can top-ability women be educated in motivation to help remedy these shortages and to be refreshed in preparation?"

Many of you know the Report "How Fare American Women." Discussing motivation in this report, Dr. Hottel comments, "Differences in motivation among persons of equal capacity may in time result in very great differences in effectiveness.1/ And again she states, "A person continuously faced with two alternatives may develop quite differently from a person presented with only one course."2/

Among the recommendations from this Report is a strong one for studies on educational objectives of women and the outcomes of present educational programs, approached by (1) surveying the goals of high school and college women students, the accomplishments of their graduates, and the responsibilities of adult women; and (2) examining both content and method of present education programs in the light of these goals and the values desired.

In summary, we have asked these questions: What does post-secondary education include? From whom may and should recommendations come for future needs? Who are the public? What studies have been made, especially in the states?

We have commented briefly upon inequalities of educational opportunity, technological changes, differing patterns of leisure, and the role of women as examples of important factors to be considered in relation to the demands of the future for post-secondary education.

Dr. Maclean, after discussing in the Yearbook3/ crowded facilities, waste of talents and threatened occupational shortages, makes this observation, so appropriate for the conclusion of this paper:

"With knowledge and insight into scientific, technological, political, economic, social and humanistic trends, we may be able to use these very forces to give higher education new blood, bone and sinew, and to chart the direction and speed of its development in an expanding universe of junior colleges, colleges, and universities."

1/ and 2/ A Report of the Commission on the Education of Women, American Council on Education; prepared by Althea K. Hottel, p. 22; p.50.

3/ NSSE Yearbook, p. 35.

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THE NEED FOR EXPANDED FACILITIES

Ronald B. Thompson, Registrar and University Examiner
Ohio State University

Basically the need for expanded facilities in higher education during the next fifteen to twenty years will be directly proportional to increasing enrollments. Unless better utilization of present and planned facilities can be realized in the future, it will be necessary to build, within twenty years, as many classrooms, laboratories, offices, and other buildings as now exist on all the college and university campuses in the entire United States. Two basic factors make this need inevitable. First, in twenty-two years the number of births each year in the United States has doubled. Obviously, this means that within another twenty years the number of college-age youth in the United States will be almost twice the present number. The second factor is even more startling. The proportion of high school graduates continuing on into college has increased dramatically in the last four years. Even those most closely related to the problem have not realized the full impact and significance of this revolutionary change in higher education. An examination of the data reveals that the number of first-time students in our colleges and universities has risen from 24 per cent of the number of eighteen year olds in 1951 to 34 per cent of the number in 1955. In like manner, the number of first-time students has risen from 40 per cent of the number of high school graduates in 1951 to almost 50 per cent of the number in 1955. Stating this trend in another way, the number of first-time enrollments in our colleges and universities has risen 46 per cent in four years. We already face a staggering responsibility and task with almost one fourth of the entire population of the United States in school at the elementary, secondary, or college and university level. Without stopping to enumerate the impelling forces at work, I am sure we agree that still larger percentages of our youth will ask and be given the opportunity of a college education. This means then that we shall continue to see increasing enrollments year by year until within a few short years we shall have enrolled in our colleges and universities between two and three times our present number of students. It is interesting to note that during the last year or two we have seen the total number of college-age youth in the United States at the lowest level it has been in twenty-five years and lower than it will ever be in the foreseeable future. Despite this fact, we find our college enrollment the largest in our nation's history. These data should give us cause to pause and think.

Following present birth rate and population trends, not only will the enrollment in our colleges and universities double within twenty years but the entire population of the United States will double in just a little over forty years, at which time we shall have a population of well over three hundred million.

It is beginning to look as though the definition someone gave concerning marriage is a good one. It is said that marriage is just like a poker game. You start off with a pair, he shows a diamond, she shows a flush, and they finish with a full house. Not only is the number of births each year the highest in our history, but the birth rate is near our all-time peak, and our death rate is at our all-time low. During the last fifty years life expectancy has been increased a full twenty years. Perhaps we could be permitted a brief look into the future -- undoubtedly, a fabulous future with another big population boom practically assured in the late 1960's and early 1970's when the tidal wave of births of the last ten years will result in a tidal wave of marriages creating still greater needs and problems.

In our effort to plan for the education of this tremendous number of students every consideration should be given to the utilization of facilities immediately at hand. Again, without stopping to enumerate the studies made from Florida to California and throughout the United States regarding the utilization of existing space in our colleges and universities, it is generally agreed that we use no more than 50 per cent of our rooms and 25 per cent of our student stations on a forty-five hour week. This may be a luxury we can no longer afford and one which we can hardly justify. It may be that we shall be forced to ask faculty and students alike to distribute their classes evenly throughout the entire day from eight until five and perhaps on into the evening. Certainly we could increase our enrollment by 50 per cent using present facilities if we would be willing to pay the price of more rigid scheduling of classes. This would mean that we would use the rooms 75 per cent of the time and the student stations less than 40 per cent of the time. Other factors affecting space utilization are the size of classes and the number of courses offered in relation to the size of the student body. In many studies it has been found that from one third to one half of all classes taught in the college or university enroll ten students or less. In certain colleges it was found that as many as one fifth of the classes enroll less than five students. Fragmentation of knowledge and provision for individual differences has really been carried to the extreme. The multiplicity of course offerings is another factor causing poor space utilization. A sample study of colleges in Ohio reveals that as enrollments increase new curricula are offered until we find that for every five additional students we enroll we establish a new course. In some colleges the number of courses listed in the bulletin is actually more than the number of students enrolled. Obviously, no business or enterprise compelled to live on its capital could tolerate such conditions. It should be recognized at once that there are many factors and influences which have shaped our present policies and practices regarding the utilization of space in our colleges and universities. Courses have been established on the two and three hour basis rather than the five hour basis. There is really nothing sacred or fundamentally logical in the organization of courses which demand that they must be presented three times a week for a quarter or semester rather than five times a week. Certainly by the use of a little imagination we could combine these fragments of subject matter into an organizational pattern which would result in far better utilization of our physical facilities. We have also attempted to recognize the needs of the working students, and they have been given specially arranged schedules. Provision has been made for extracurricular activities and for the commuting students. Provision has even been made for accommodating the convenience and whims of faculty and students alike. We must examine our scale of values and determine whether or not we can afford to continue the luxuries to which we have become accustomed.

Undoubtedly, we shall attempt to solve our mutual problems by a combination of expediencies considered most appropriate to the immediate local situation. We shall be forced to schedule uniformly larger classes more evenly throughout the day. Students will most certainly be more carefully selected, fees will be raised still

higher, and additional sources of revenue will be sought and obtained. Beyond these minor adjustments certain fundamental changes in higher education may be found to be necessary. It may be necessary to estalish new schools and new types of schools such as two-year technical or semi-professional schools. Careful attention should be given to the location of new schools. It is well known that a large portion of those who drop out of college do so during the first or second year. With this in mind, it might be well to establish any new colleges in centers of population where the potential students are living. Practically every dormitory room in the United States is now filled. If colleges could be located in centers where students could commute, much additional expense for housing and feeding could be avoided. Students could then live at home, begin their college education, choose their educational and vocational objectives, and then, if qualified, continue on into the established four-year colleges and universities. This plan should bring enough students into these advanced and graduate classes so that enrollment in each class would be sufficient to justify its continuance. At the same time, it would provide the opportunity for practically all capable students to attend a college or university. Parenthetically, it might be mentioned that when twice as many children were born last year as were born twenty-two years ago, twice as many bright ones were born and now only a little over one half of the upper quarter of our high school graduates are continuing on into college. Potentially, then, we could more than double our present enrollment and maintain our present high academic standards. Current trends indicate that this will be done within twenty years.

The problem is, then, rather clearly placed before us. We now know the probable number of students to be enrolled in our colleges and universities and we know the time of their coming. It is now our responsibility to make preparation for their coming. One obvious solution to the problem would be to double or treble our present physical facilities within the next twenty years. Intelligent planning and self discipline should make it possible to meet our developing needs without the necessity of this tremendous expenditure of money and materials. The following procedures are then suggested.

First, we can unquestionably realize a better utilization of our present physical facilities. This can be done by more uniform scheduling of classes throughout the day and week.

Second, we can offer fewer courses eliminating the excessive number of small classes and combine those courses now taught one, two, or three times a week into larger units of instruction scheduled five times a week.

Third, new schools and new types of schools can be established to supplement our present system of higher education. Care should be used in the location of these colleges to assure their placement in centers of population where no colleges are now operating.

Fourth, better cooperation can be realized among the many junior colleges, four-year colleges, and universities in order that we may develop a truly integrated system of higher education. This will require at least statewide planning and perhaps regional planning. These are only a few suggested procedures and devices which can be used in the years ahead.

By careful planning and action based on clear vision, I am confident we shall be able to make adequate preparation for the added millions of youth now coming through our elementary and secondary schools in order that they may be given the same high-quality educational opportunities it was our good fortune to enjoy.

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SERVICES REQUIRED AND REQUESTED OF HIGHER EDUCATION TO MEET NATIONAL NEEDS FOR WHICH THE FEDERAL GOVERNMENT HAS SPECIAL RESPONSIBILITY

Russell I. Thackrey, Executive Secretary
American Association of Land-Grant Colleges and State Universities

The question of whether or not the Federal Government has a "special responsibility" for certain national needs, and not for others, is one which could be endlessly debated. There is, for example, pretty clear evidence that the Founding Fathers of this country regarded the whole area of higher education as one for which the Federal Government has "special responsibility."

I shall shed more light, however, and perhaps generate less heat from some quarters, if I confine the rest of my remarks to those fields in which it is generally agreed, or determined by specific expression of the Federal Congress in expressing the national intent and interest, that the Federal Government does have a continuing and primary responsibility.

Perhaps the first of these is national defense and security. Five (5) departments of the Federal Government maintain undergraduate academies for the training of regular and reserve officers of the armed forces. There are at least two (2) graduate institutions which have basic authorization to grant degrees.

Such other trained personnel as came into the military establishment, until the passage of the Land-Grant Act of 1862, came largely from State and private academies. The Land-Grant Act required "military training" as part of the curriculum at these new Federally-sponsored institutions, and throughout the years, until the passage of the National Defense Act of 1920, the Federal Government provided some aid for this instruction in the form of instructors and military equipment. More than 100,000 men with such training served in World War I, 30,000 of whom became officers. Good figures are not available on World War II, but General George C. Marshall is authority for the estimate that our mobilization would have been delayed at least six (6) months had it not been for the availability of the Officer Reserve. The national cost of such a delay in "blood and treasure" (to use Churchill's terms) cannot be estimated.

The 1920 Act provided a formal ROTC course of study through which reserve officers could receive commissions on its completion. Military training was expanded into a substantial number of colleges and universities in the 1920's and '30's, and into more than 300 since World War II. In this program, the military departments provide faculty for the strictly military courses, textbooks, and military equipment. The colleges provide all facilities and their upkeep, storage space, and substantial other services.

A recent survey covering more than 300 ROTC units of the Army, Navy, and Air Force, indicates that within the past five (5) years (1950-1955) the ROTC program has furnished at least 134,000 commissioned regular and reserve officers of the Armed Services; that its current enrolment is at least 241,000. Based on present construction costs, ROTC accounts, on a full-time basis, use at least $180 million dollars worth of space on college campuses, including office space for approximately 7,000 full-time personnel, and storage space for at least $68 million of military equipment, at present value. The Federal Government has for some years followed the policy of sharing the cost of construction of Reserve and National Guard facilities, but has not thus far done anything about sharing the cost of facilities for training the officers of the Reserve, National Guard, and a substantial portion of the regular components.

Defense-Related Research and Development

Research and Development expenditures of the Department of Defense were approximately $30 million in 1940. In 1945, they were approximately $600 million. For the fiscal year 1957, the budget estimates are nearly 1.5 billion dollars. In 1952, Department of Defense research funds to the extent of nearly $178 millions were expended through non-profit institutions, chiefly colleges and universities. Another $122 million was expended in this way by the Atomic Energy Commission.

The Atomic Energy Commission, which, of course, did not exist in 1940, has an appropriation of $575 million in fiscal year 1956, and its estimates for fiscal 1957 are for $1,672,000,000. Of this amount, $235 million is for reactor development, including some research and training; nearly $66 million for physical research; and $31.5 million for biology and medicine.

These huge figures have no particular meaning in and of themselves in relation to the problem before this meeting. They would have to be translated into terms of the number and levels of training of personnel involved. For example, we do know that in 1952, thirty-two (32) colleges and universities surveyed by the American Council on Education reported 14,000 people on their staffs employed full-time and part-time on government research, and that the percentage of government-contract employees in these institutions ranged from a low of one (1) to two (2) per cent and a high of more than fifty (50) per cent, the latter obviously in an institution operating a large specialized research center strictly on government work.

These figures do have meaning for us, however, in illustrating the tremendous demands for scientific personnel trained in colleges and universities, for work on problems directly related to national security, for which the Federal Government clearly has primary if not almost exclusive responsibility. The Government does pay for defense research. It does not, however, except to a very minor extent, assume any responsibility for the undergraduate or graduate education and training of the personnel required. Some may question the logic of a situation in which it is assumed that (1) national defense is a Federal responsibility, (2) the training of career officers for the armed services through government academies is a Federal responsibility, (3) the training of regular and reserve officers outside Federal academies is only to a minor extent a Federal responsibility, and (4) the training of scientists, engineers, and others for defense related research is no Federal responsibility at all.

Medical and Health Services

In recent years, the Federal Government has taken increasing responsibility for medical research, and to a lesser extent for medical and health services

generally. In 1940, medical research expenditures in the United States were estimated at $45 million. In 1955, they were estimated at $240 million, of which forty-seven (47) per cent, or $113 million, was Federally financed.

The thesis of primary Federal responsibility was perhaps first clearly stated by the Appropriations Committee of the House of Representatives in 1953, in its report on appropriations for the fiscal year 1954, when it said: "In keeping with its belief that medical research is a field in which the Federal Government, rather than State and local government, does have the primary responsibility, the bill includes more funds for these activities than were provided in the appropriations for 1953." The appropriation for the National Institutes of Health of the U.S. Public Health Service then approved totalled $61.5 million, which was five and a quarter ($5\frac{1}{4}$) million dollars more than the revised budget request. The House of Representatives has just approved an appropriation for this same activity of $135,525,000 for the fiscal year 1957, which was $9 million above the budget request, more than $37 million above last year's funds, and more than 100 per cent above the 1954 fiscal year appropriation referred to earlier.

There now seems to be substantial agreement between Administration leaders and at least some leaders in the Congress both that health services are a major Federal responsibility, and that this responsibility, in part at least, includes helping colleges and universities provide for the undergraduate education of health-field personnel. Secretary Marion B. Folsom, with the approval of the President, has proposed a program of matching grants for both construction and facilities for public health schools, and for schools of medicine, dentistry, and osteopathy. Some Congressmen have sponsored bills calling for a larger program.

It seems clear that this is an area in which increasing public interest and demand for the services of graduates of highly specialized and costly schools has brought considerable acceptance of the idea that the Federal Government has a responsibility that extends throughout the period of professional education.

Curiously enough, the field of veterinary medicine, which provides the personnel which do much of our Federal food inspection work of food coming from animals or animal products, and whose facilities and other costs are similar to those required in human medicine, has not as yet been included in this proposed program. Perhaps this is because a considerable segment of the vocal public thinks research done to keep milk pure and cattle healthy is done for the benefit of the animals involved and not for those who drink the milk and eat the meat.

Agriculture

The belief that the improvement of agriculture and of the conditions of farm people through research and education was a proper concern of the national government is as old as the national government and was first expressed to the Congress by President George Washington.

In 1862, the Congress established what is now the U.S. Department of Agriculture, and in the same year it moved to create a national system of colleges and universities which would emphasize "agriculture and the mechanic arts" through offering grants of land to the several States which would agree to invest the funds derived in a permanent endowment to provide for instruction in these colleges. In 1890, 1907, and again in 1935, acts were passed to provide annual and direct Federal support for instruction in the Land-Grant colleges thus founded.

In 1887, the first of a series of acts providing for Federal support of agricultural research in the Land-Grant institutions was adopted, since it seemed increasingly clear that a scientific agriculture needed a scientific basis. The need for bringing scientific information into practice on the farms resulted in the rapid development, particularly after 1900, of extension and demonstration work both by the Land-Grant colleges and by the Federal Department of Agriculture, sometimes on a cooperative and sometimes on a competitive basis. This resulted in the passage, in 1914, of the Smith-Lever Act, establishing the Cooperative Extension Service of the U.S. Department of Agriculture and the Land-Grant Colleges, supported by Federal, State, and local funds. I stress here only the fact that prior to the development of the cooperative plan, the Federal Government had established and was rapidly expanding its own extension service, wholly with Federal support.

In fiscal 1956, the agricultural research appropriations of the Federal Government were approximately $83 million, of which approximately 24.75 million dollars goes to the State agricultural experiment stations as grants-in-aid. The total research budget of the Department of Agriculture and the Land-Grant Colleges is, however, approximately $161 million. Thus, the Land-Grant institutions account for more than half the agricultural research conducted by them and by the Department of Agriculture, and the Federal contribution to their research budget is only one-third of their total expenditures for this purpose. The rest comes from State and other institutional funds. These figures do not, of course, include costs of buildings, etc., supplied by the States.

The budget of the Cooperative Extension Service for the fiscal year 1956 was approximately $112 million, of which $47.5 million was Federally-provided, the remaining $64.5 million came from State and local sources.

Agricultural research cooperation as between the Land-Grant Colleges and the Federal Government is not just a matter of some Federal funds and support. Hundreds of Federal research workers are stationed permanently at the Land-Grant Colleges, which provide their office space and facilities, and work side by side with the research staffs of the colleges. Hundreds are jointly employed. Millions of dollars worth of buildings, facilities, land, and animals are available for agricultural research purposes at no cost to the Federal Government.

Another important Federal program involving agriculture is the vocational education program, involving a Federal appropriation of about $30 million in 1956, of which $19.5 million goes into agriculture and home economics education in the public high schools.

It is interesting to note that in other programs in agriculture, other than research and education, the Federal Government, rather than the States and local communities, has assumed most, and frequently the whole, of the responsibility. In fiscal 1954, for example, Federal appropriations for aid to State soil conservation districts were about $56.5 million, while the States put $2.1 million into the program.

The Forest Service of the Department of Agriculture currently employs about 9,300 full-time people, the Agricultural Research Service 12,000, the Soil Conservation Service 13,500, the Agricultural Marketing Service 3,800, to name only a few of the larger agencies. The Cooperative Extension program has about 13,000 staff members. There are about 11,000 full-time teachers of vocational agriculture in the country, and about 13,000 full-time teachers of vocational home economics. All these activities are either wholly or partially Federally initiated and financed. The staffs employed in them must all be college-trained. A substantial proportion of them are educated in the Land-Grant colleges, though many

come from other colleges and universities. The Federal contribution to the instructional budget of the Land-Grant institutions for all purposes is less than 3.5 per cent.

Federal funds going into agricultural research and education programs are commonly called "grants-in-aid" to the States. If one takes a detached look at the whole field of agriculture, and at the way agricultural programs are financed in other countries of the world, one may question the accuracy of this term. Is the Federal Government aiding the States, or are the States aiding the Federal Government?

Let me here emphasize that the primary beneficiary of Federal programs in agriculture in such fields as research, extension work, conservation, sanitation, pest control, and the like, are not the farmers, but the vast majority or our people who live in urban and non-farm areas. They have been of great benefit to farmers and farm families, but the fact is that in terms of the numbers of hours of work necessary to buy a given amount of food, the urban worker is today considerably better off than he was fifty (50) years ago. He also has much greater assurance that his food is of high quality, and that he and his family will not contract disease from consuming it. Greatly increased farm productivity and efficiency is the base on which our whole industrial development and population growth, with a constantly higher standard of living, rests.

Technical Assistance and International Educational Exchange

I shall mention only briefly our program of foreign technical assistance and international educational exchange, a fundamental part of the foreign policy of this country to which our colleges and universities have contributed greatly. Some fifty (50) colleges and universities are directly involved in foreign technical assistance contracts. Hundreds of others are involved in the education of foreign students, or in giving specialized programs for foreign visitors. Demands for permanent career people and for temporary staff on long-term leaves are increasing. Obviously, the colleges and universities are the primary source of the men and women for this national program.

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In this paper are covered only a few areas in which the Federal Government has, traditionally or in recent years, taken major responsibility. I have not mentioned the huge field of social welfare; the fact that industry is closely related to national security as well as prosperity; or have I discussed the impact on higher education of the vast veterans educational programs of World War II and the Korean War.

I have not even alluded to the fact that the national government has long been looked to as the chief and best source of the collection and dissemination of statistical information about education, but has been woefully niggardly in its support of this modest activity so essential to all of us.

There are, of course, some ways other than those I have mentioned in which the Federal Government contributes to the cost of educating people involved in programs of great national concern. The National Science Foundation, for example, provides a limited number of graduate and post-graduate fellowships, and it is expanding its program of institutes for science teachers. The Navy has an ROTC scholarship program; the Army and Air Force with equal or greater needs, do not.

Various well-intentioned proposals have been made to provide for national action to meet certain needs. These include suggestions for a foreign service

academy; a technical assistance academy; an engineering and science academy, or series of academies; and many scholarship proposals of various kinds. One may doubt the necessity of establishing new national academies in view of this country's vast resources in higher education.

Although I have pointed out the impact of certain national programs on our colleges and universities, and some inconsistencies in Federal assumption of responsibility, you will be relieved to know that I offer no panacea. I think it neither possible nor desirable that the national government should have a well-organized, centralized, administratively streamlined "program" for higher education.

I do believe that the President's Commission on Higher Education can usefully take a look at the extent and impact of these programs, and at the inconsistencies, and make recommendations for improvement of national policy. For example, through the work of a committee of the American Council on Education and of the National Science Foundation, considerable progress has been made toward getting a consistent government policy on the payment of overhead costs to colleges and universities doing governmentally-financed research. Korean veterans legislation recognizes, for the first time, that when the government asks colleges to perform administrative services for government scholars, not required for other students, some payment for these services is equitable. A realistic look at the responsibilities in the ROTC program might result in more realistic provisions for its costs. Credit assistance for college housing needs may take on a different light if viewed in terms of the problem and the possibilities of solution, rather than the impact on the budget in a given year. I even venture to suggest that the experiences of the Land-Grant College system may show that it is possible for the national government to operate to strengthen research in all parts of the country, rather than toward increasing concentration of strength in a few areas.

In short, my thought is that the President's Commission should approach its task by first accepting the fact that we have nationally taken major responsibility for certain programs which have a heavy impact on higher education; second, that it look for the ways in which the national government has moved and can move to strengthen rather than weaken our colleges and universities; and third, recommend steps which ought to be taken in the light of those findings.

AMERICAN COUNCIL ON EDUCATION
March 19, 1956

HIGHER EDUCATION'S NEED FOR A LARGER SUPPLY OF QUALIFIED STUDENTS

Edward B. Rooney, S. J.
Executive Director
Jesuit Educational Association

I have been asked to speak on Topic VI at this conference of the Constituent Members of the American Council on Education. The topic reads: "Higher Education's Consequent Need for a Larger Supply of Qualified Students".

If I have anticipated correctly the development of the opening address, "Higher Education in American Society " and of Topic I "Educational Opportunities Beyond High School Demanded by the American People as a Whole," I think I can take it for granted that the demand for post-high school educational opportunity will go on increasing. If my anticipation of the development of Topic II and Topic III, I think I am right in assuming that the papers on the "Demands on Higher Education to Supply Skilled Manpower to Meet the Needs of Society" and the "Services Required and Requested of Higher Education to Meet National Needs for which the Federal Government has Special Responsibility" will have shown the real need for a continuing and growing supply of high school graduates.

Since then previous papers will have made clear that there will be a growing supply of high school graduates, and that there will be a need for these graduates if we are to meet the needs of our economy and of our society, I take it that it is my function to emphasize the point that higher educational institutions are called upon to perform a service that they cannot perform unless they receive a larger supply of better qualified students. I take it then that Topic IV is meant to emphasize quality since as far as quantity is concerned we shall in all likelihood be faced with the embarrassment of riches.

Moreover, I think we can take it for granted that institutions of higher education will continue to have, as they have had in the past, a fairly good supply of qualified students -- as well as their usual quota of unqualified ones who, like the poor, are always with us. Our problem then comes down to this: how shall we reach

the qualified students who for one reason or another do not come to us. It is obvious that they are our source of the larger supply of qualified students.

We have been deluged with figures to prove that there are thousands upon thousands of capable high-school graduates who never get to college, and who just go on to join the great army of the undeveloped. I shall spare you by not adding to the deluge. Far more important than a deluge of figures are the questions "Who are these capable students?" "Why don't they go to college?" "How can we remove the obstacles that prevent their entering and remaining in college?"

I suppose it is on the general principle that money is the root of all evil that we just take it for granted that lack of money is the chief obstacle standing between an education and more capable students who do not go to college. It is but natural than to assume that scholarships are the answer to our problem, and that a federal scholarship is the panacea of all our educational ills.

It was then to be expected that like its predecessors the Eighty-fourth Congress would have the usual number of federal scholarships programs to consider. In keeping with its usual interest in such matters and anticipating that its advice would be sought on any serious proposal for a federal scholarship program the Committee on Relationships of Higher Education to the Federal Government appointed a sub-committee to study and prepare a policy on national scholarships. This sub-committee soon decided that it was not in a position to recommend a national scholarship policy for the simple reason that it did not have the facts. Was there a real need for a federal scholarship program? Were there not already enough scholarships to supply the real demand? Was it true that the major obstacle for many capable students entering college was financial? Were the scholarships already available sufficiently well distributed? To these and similar questions, the sub-committee did not feel it had the answers, at least not adequate ones.

Under the sponsorship of the sub-committee and under the able and devoted direction of Dr. Elmer D. West a study was begun "to gather the factual data having a bearing on a national scholarship policy. On February 1, 1956, the results of the study were published by the American Council on Education under the title Background for a National Scholarship Policy. Having first tried to answer such questions as "What is a scholarship?" WHow much money is available?" "What is the need for Scholarship Money"?, the report goes on to compile data on the "sources of funds", the "motivational factors relating to college attendance" and the "administration of scholarship programs". The report closes with a brief commentary on studies that are still necessary to the solution of this problem.

As might be expected the report leaves many questions unanswered. This is nothing against the report. Its function was to see what facts we do possess and what facts we lack. It could only discover; it could not create.

The report does show that we have considerable evidence to substantiate the claim that while there is a critical shortage of trained manpower a good part of the potential supply of such trained manpower is constantly drained off with the large numbers of capable high school graduates who do not enter college, or who do not remain in college to graduate. The report does show that we have sufficient evidence to prove that lack of finances keeps many of these students out of college. It also shows that lack of proper guidance and better counselling may be an even more serious obstacle than lack of money. More important still it points to some glaring needs that must be filled before we can really begin to attack the problem of shortages in trained manpower and before we can give adequate answers to the questions we suggested earlier-- who are the cpable students who do not go to college? Why'don't they go? How can we remove the obstacles that stand in their way? Thus the study puts the finger on the need for a clearing house of accurate, up-to-date information pertaining to scholarships. The study lists a number of studies that are essential if we are to give reasonable answers to the problem of trained manpower shortage. In all fairness it indicates studies that are now in progress. But the very mention of them in this context will, I hope, be taken as a pleading for their speedy completion.

What can be done here and now to enlarge the supply of qualified students? I for one would hesitate to jump for the panacea of federal assistance. I am not yet convinced that we need a federal scholarship program. I am not certain--for the facts have now been given me--that we have exhausted the facilities available through private programs and through public ones of a local and state level. Until I am convinced that these resources have been exhausted I do not feel we should call on the federal government.

Since however we are talking about a nation-wide need there are some things for which I feel we have a perfect right to call on the federal government. I said earlier that the West Report points to the need for a clearing house of up-to-date accurate information on scholarships. Could not the U.S. Office of Education act as such a clearing house. Actually it does--to a certain extent. What would have to be added would be the facilities to keep the information up to date. Secondly, I think we have a right to call on the U.S. Office of Education--first of all to complete and publish studies it is now making, and to plan and undertake orders that have a bearing on the importance subject of trained manpower.

Another thing that can be done now to help to ameliorate the situation--there should better and earlier identification of those who can profit by higher education. The capable students should be given this information and they and their parents should be encouraged to aim at colleges. By the same token, high school administrators and counsellors should have the courage to hold up to less capable students the dignity and advantages of a technical career, demanding less than college preparation.

There should be more contact between the faculties of high schools and colleges. How can high school teachers and counsellors do an adequate job of advising if they have better or no contact with colleges.

Since finances certainly loom large in the decisions of some capable high school graduates who would like to go to college, and also in the decisions of parents--the assistance that would be afforded werethe tax-credit plan might be a substantiate help in determining a parent to send his child to college.

One final word--I sometimes wonder if in all this discussion about the critical shortage of trained manpower there is not too much emphasis on its physical needs of the country. We seem to be worried about so many qualified students nor going on to college only because it means so fewer trained engineers and technicians for industry or for national defense. Too often our discussion is in terms of fear. Far be it from me to despise such motivation. Of course we must look to the physical needs of our country, and to national defense. But this is not enough. Have we no higher motivation than Soviet Russia? No deeper reason for our anxiety? The Russians are logical. Man is made for the state. If the state needs more men all it has to do is to assign them to such training. That is not our way of life. It seems to me that our deepest concern should be based on our knowledge that so many young men and women are--for what reason it may be--nor developing their God-given powers of intellect and free-will. And because there powers are now being developed they themselves suffer, our economy suffers, our national defense is endangered. In other words--if we are deeply concerned about giving every young man and women an opportunity to develop and train the powers that God have given them--our motivation will be deeper, more human, more universal. And when we look to good of man as man--other goods for which we strive, the good of our economic life, the good of national defense, will best be cared for. Western civilization is based on more than the material; it is based on spiritual values. Unless our motivation is in accord with the spiritual we shall never rise above the material. Higher education needs a larger supply of qualified students for the very simple and very basic reason that human dignity demands that development that can come only with education.

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HIGHER EDUCATION'S NEED FOR A LARGER SUPPLY OF QUALIFIED TEACHERS

J. Conrad Seegers, President
Muhlenberg College

Probably all of us have heard so much about the impending increase in college enrolments - an increase which was felt in some degree even this year - that we set up some kind of resistance whenever we hear the idea mentioned. It is not that we fail to recognize the fact that a problem is going to face us, nor is the fact that we think that by refusi ng to listen that we can solve or effectively postpone the issue. It is just a natural human reaction against listening to the same story over and over again. In spite of that, in spite of the fact that I know I am setting up sales resistance, I am going to begin this paper by citing some figures, because they do lend focus to what follows.

We have, at this moment, about 190,000 men and women teaching in American colleges. That provides a ratio of about one instructor for every thirteen students. If we assume that some faculty-student ratio, and assume that the same proportion of boys and girls of college age will continue to attend college, neither of which assumptions is necessarily accurate, we will need 250,000 college teachers by 1960, and 495,000 by 1970. I say neither of these assumptions is necessarily valid because the thirteen to one proportion is a matter of circumstance and practice which has never been proved to be a matter of necessity or of optimum procedure, and the proportion of young people attending college is not a fixed proportion. As long as records have been kept, that proportion has tended to increase, and there is no reason to expect that the present figure of about thirty per cent will remain fixed. And there are other factors involved. We will almost surely see more public junior colleges established in the next ten years. We will doubtless find that many young people will be absorbed in terminal courses leading to some degree of vocational competence, and will not attend four year, degree granting institutions. But no matter how you look at them, these figures give one pause.

Another set of statistics is equally arresting. In the year 1953-54, 8,996 doctors' degrees were awarded by American colleges and universities. Of these, 1,388 were in Education, 202 in Health Sciences, 135 were in such fields as Home Economics, Physical Education, and Industrial Arts. I cite this not to disparage either these fields or these degrees, but to underline the shortage of candidates holding doctorates for the arts, humanities, and sciences.

The situation is even tighter when we remember that by no means all persons earning doctors' degrees go into teaching. We are in competition with business, with the governmental agencies, with social agencies. Nor should we forget that many public school systems, with attractive salary schedules and retirement provisions are competitors also for the services of many people who in by-gone days might very possibly have entered college teaching.

At present about forty per cent of our college teachers hold doctors' degrees. It seems very likely that we will have to content ourselves with a lower degree of academic achievement. Whether this is good or bad is not the question. It is just a matter of elementary mathematics.

Probably most of us will agree that the competition with industry is largely a matter of money and we may as well admit that. We can never compete with industry financially on and equal basis. Large schools with great resources of endowment or annual gifts or tax support can come closer to competing than can the hundreds of small, independent colleges, but even they are not in a truly competitive position. Our only approach must be in providing an opportunity for men and women to work under satisfying conditions. But there are sill many people who do not place a dollar value on happiness and satisfaction. We will have to pay decent salaries. But more important, we will have to give assurance of academic freedom, of reasonable teaching loads, of acceptable working conditions. We will have to rely upon people who enjoy working with yound people, who wish to lead an intellectual life, to whom the atmosphere of a college campus is of itself attractive. We will have to see that our retirement policies provide at least reasonable security for old age, that help is provided faculty members in the education of their children, that library and laboratory facilities are adequate for continued study and research. In other words we must compete with industry not on the basis of the kind of life one may lead in our profession.

That does not mean that salaries are a negligible item. Two years ago the average top salary of the colleges which are members of the Pennsylvania Foundation of Independent Colleges was under $5200. It is slightly better now, but salaries in most of those colleges are still too low. Those of us who are in administrative positions must see to it that every dollar which can go into the salary budget will go there, but even our best efforts will never permit us to compete with industry dollar-wise. We will have to rest our case upon the joy one finds in teaching, and I think we have often understated that case.

Some colleges are making serious attempts to interest promising undergraduates in college teaching. Certainly we should not lose any opportunities to do this. One wonders to what extent graduate schools attempt a similar procedure. One hears of graduate schools which apparently do think of themselves as being, in a very high degree, responsible for preparing college teachers and urging and encouraging students to enter the field. Certain programs of study sometimes, however, make one wonder if that motive is strong, as programs and courses are organized. It has been suggested that reciprocal arrangements between graduate schools and certain undergraduate colleges, whereby graduate students could do intern teaching, might be employed more widely. This problem of supply of college teachers is essentially more a problem for the undergraduate college than for the graduate school. At least that is true now, and probably will be for some time to come. But graduate schools are affected and should be concerned. The quality of students they will receive is dependent upon the undergraduate instruction those students will have experienced, and we are all in this together. Their interest is direct and their concern should be genuine.

We should also not overlook the opportunity to go into high schools, to participate in their career nights or days, and suggest that in college teaching one can find challenging and satisfying work.

It has been suggested that colleges might well call upon industry to help supply teachers in certain fields, by lending men with specialized training to help conduct some courses. In some instances these might be on a part-time basis with a man handling a single course or two. In others, it has been suggested it might be by lending a man's services for a year. This suggestion has certain advantages, and some obvious disadvantages. It is by no means guaranteed that such men, interested primarily in business, would become good teachers, even granting that their training and background might be superior. If a college depends too much upon part-time or temporary instruction, the difficulty of local integration, of homogeneity, of developing what might be called the personality of an institution is multiplied. Certainly some relief might be effected in this manner, and there are innumerable examples of such procedures, especially in the use of part-time people. Artists and musicians, for example, as well as business people, are teaching on a part-time basis and contributing effectively in many institutions. But at its best this is only a partial solution.

One entirely possible partial contribution would be to make more effective use of the teacher's time. We could certainly see that non-teaching activities are curtailed. We could provide clerical workers for clerical work, and release teachers from that kind of chore. We can certainly investigate the possibility of using student assistants, especially in schools in which graduate students are available. We could investigate further the possibility of closed circuit television, of the tape recorder in teaching languages. There have been experiments in the use of such techniques which indicate that some profit has accrued. They do not take the place of the teacher, and nothing can replace personal contact, but they might reduce the amount of personal contact required and thus allow a teacher to work with more students.

All of this, manifestly, does violence to the idea that a one to nine, twelve, or fifteen pupil-teacher ratio - whichever figure you select - must be preserved. But who has ever proved that a one to ten ratio produces a better college than a one to any other figure? It is a matter of assumption, and we are going to be forced to reexamine a number of our assumptions.

Another source of help may be in reexamining the theories governing compulsory retirement. It has always seemed anomalous to me when I see a man who has been forced to retire, because of his age, from one college, teaching in another college as a visiting professor. We will grant that a fixed retirement age is a handy device which few of us would care to relinquish in toto, but a degree of elasticity in applying the rule would possibly make available at least some effective teachers who still have some years of usefulness left in them. In a not wholly similar but not entirely dissimilar vein, it is at least possible that we could borrow an idea from the public schools and try to get back into service mothers who dropped out of teaching to be mothers, but are again available.

Some time back I spoke of the shortage of candidates holding doctorates. It seems inevitable to me that this means that instead of 40% of our college teachers holding doctorates, we will have to be satisfied with a smaller number. It seems to me also that this situation is going to demand of colleges that they pay much more attention to in-service training of their teachers. Department heads and deans will have to help such teachers considerably. Coupled with this will probably have to come a reconsideration of at least certain promotion standards. Those of us who now demand the doctorate for promotion beyond the rank of instructor may find ourselves caught in a squeeze. The same is true of the demand that before a man be promoted he must publish books or articles. The emphasis cannot be both upon teaching and upon research. This does not mean that research is to be discounted or abandoned, but it does imply a kind of emphasis.

The requirement of publication as a pre-requisite for promotion is by no means universal, but it has more than infrequently deterred young people from entering or continuing in teaching. Many young men and women who want to teach, who feel that teaching is in itself a worthy end, feel frustrated and blocked if they are made to feel that promotion cannot be achieved through good teaching but must be earned through publishing research the prosecution of which, many of them feel, might subtract from the effectiveness of their teaching.

This paper has raised more questions than it has answered, but at least it is hoped that it will be agreed that before too long most of us will have to provide at least some kind of answer to all of them.

ACE fld

ACE St. Louis Conference
Notes (November 15-16) [n.d.]

A) John Dale Russell

1) Sex: Though girls outnumber boys in graduating from high school by ratio of 3:2 or always at least 10%. In college 3:2 men to women.

In theology women are discriminated against. In education, top jobs mostly occupied by men.

34% of bachelor's degrees granted are to women each year.
33% of master's degrees granted are to women each year.
10% of Ph. D's degrees granted are to women each year.

Home Economics was introduced to take care of women for courses. Not too popular. Dormitories always for women first, yet women are fewer. Our mores still don't believe in equivalent education for men and women.

2) Vocations for which higher education is available.

Liberal arts often thought of as a luxury or frill.

Agriculture, English, Commerce, Business Administration, Nursing, Elementary Education illustrate late-comers to higher educational circles.

For certain vocations, no equality of opportunity. Need adequate personal finances in family.

3) Institutional facilities and conditions

Elementary and high school experiences frequently discourage. No equality of opportunity in secondary education until equality below. Next to lack of financial resources is the lack of adequate guidance programs. The program of required subjects kills off many. Lack of interest--arousing area.

Absence of adequate balance in college curricula, all set up from point of view of scholarship, rather than needs of student.

Arbitrary prejudice of individual professor against certain student or type of student.

Absence of facilities in centers convenient to students. I.e. just plain accessibility nearby is important.

High schools have solved this. Limited curricular offerings in local set-ups. Need to decentralize facilities contradicts and counteracts the need for a wider variety of offerings.

Shortage of trained faculty in needed areas. Yet no standards (as for Ph.D. for teaching) for administrators.

A) John Dale Russell (continued)

4) Variation in (state and regional) ability of various areas to support higher education. Poorer areas often have the most children. Most schools, private and public, get most resources from nearby areas. Institution which can bid highest has best ability to attract and hold.

B) J. Lee Rankin, Assistant Attorney General

Background on Herbert Brownell:

Brother Sam is Commissioner of Education
Father was a teacher at Nebraska for many years.

Rankin - represented anti"-segregation in hearings. He was also from Nebraska, (Department of Public Instruction).

Supreme court can never give advisory opinion, (as they told George Washington). Can only give opinion in cases and these must reach them through lower courts.

Legal basis: 14th Amendment, adopted in 1868. 14th Amendment understood to establish full equality of all before the law. In 1880 Strouter case, Supreme Court denied request for excusing Negroes from serving on juries.

1896--re rail segregation: Segregation in public places not considered absence of equality. Equal, not same. (Plessy case, Louisiana)

Berea College case, 1908, upheld right to keep Negroes out.

1939--Justice Hughes said sending Negro out of state didn't satisfy, if law courses for example, available to whites. No state can be excused by what another state can do. Equality of faculty implied; for law, faculty members who are members of bar association, opportunity to discuss with other lawyers.

Finally in 1954 Plessy case definitely reversed. Five cases were involved in which Negro children had been denied access to certain schools.

Separate facilities are inherently unequal, according to last (1954) decision.

C- Discussion

$2\frac{1}{2}$ million students in college
$2\frac{1}{2}$ million students would like to go if they had finances

School population in California will be up 270% by 1970

School population in Illinois will be up 108% by 1970

Russell: Figuring 8 hours a day X 5, and 4 hours on Saturday, for 44 hours per week, few colleges use facilities even 22 hours per week, and then many use only part of seats, for 25% or so.

On student-faculty ratio: It's better to be one of 100 students in contact with good professor, rather than 1 of 10 with a poor professor, since there are not enough good professors to go around. Odegard takes issue with Russell:

> The test of education is how much work does the student do by himself. Involves give and take, development of thinking processes.

cp

ACE file

NATIONAL RESERVE PLAN

[n.d.]

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Before I attempt to describe the proposed National Reserve Plan, I would like to outline briefly the present reserve setup, so you can see what we are trying to accomplish.

First, we have on our books legislation that makes every able-bodied man liable for two years of active service. This legislation was adopted in 1951 in the midst of the Korean War, and will expire June 30, 1955.

The same statute provides for a total military obligation of 8 years for every young man who enters military service. After a man is inducted by the Selective Service System and serves two years on active duty, he still has 6 remaining years of reserve duty.

The total 8-year service obligation applies to officers and volunteer enlisted men, as well as inductees.

Under such a system it is apparent that the reserve will be constituted in large part of men who have performed active service.

It is also of interest to examine the present reserve structure, as established by existing law.

As you know, we have at present two principal categories of reservists -- the Ready Reserve and the Standby Reserve. These categories, rather than constituting specific forces, are essentially designations reflecting liability for involuntary service in emergency situations. Most important, we do not have within these categories at present suitably trained and organized forces to meet the requirements of national security.

In August 1953, the President asked the National Security Training Commission to report on (1) the inequities in the present method of securing men for the Armed Forces reserves; (2) the feasibility of a training program to supply non-veteran reserves while at the same time continuing induction for service; and (3) the relationship of such a program to the building of a strong and equitable civilian reserve. At the same time, he also asked the Office of Defense Mobilization to report on the availability of manpower for military and civilian needs.

As a result of these requests, two excellent reports were prepared.

The NSTC pointed out inequities to reservists that had occurred during the Korean War. To preclude the recurrence of such inequities, the Commission recommended a program of National Security Training which would produce by 1960 at least 1,000,000 initially-trained non-veterans.

The Director of the Office of Defense Mobilization, on the other hand, raised considerable doubt as to the ability of the manpower pool to absorb a program of this size and at the same time sustain the Active Forces at authorized strengths. He suggested that as a first step the Department of Defense submit to the National Security Council recommendations as to the size and composition of reserve forces needed in the light of present and future national security requirements, and programs for the establishment, training, and mobilization of such reserve forces.

These recommendations were developed in the Department of Defense with an eye on certain fundamental objectives. As Secretary Wilson mentioned earlier, our Reserve Plan is a part of the over-all program for the security of the nation. Therefore we in the Department of Defense felt that first consideration should be given to the effects that the proposed plan would have on the Active Forces.

The primary objective to be achieved with respect to the Active Forces is to maintain them at the required level and at the highest state of combat effectiveness.

This involves the maximum utilization of long-term volunteers to realize the greatest returns of productive service from the costs of procuring and training the individual. It also involves the maintenance of a hard core of career personnel qualified in leadership or technical skills to insure the stability of our Active Forces.

Finally, the Active Forces require a manpower pool of sufficient size to support long-term enlistments. This pool will also provide an untapped source of available manpower to meet initial mobilization requirements.

With respect to the Reserve Forces, they must be maintained at required size and composition and in the necessary state of readiness.

A principal problem in the reserve forces is how to get men to engage in reserve training. It is a delusion to have a lot of men in a group labelled "Ready Reserve" if they are not really ready. Readiness demands training.

Also, there must be processes of screening and selective recall to assure a proper division of critical skills between the military forces and supporting civilian activities.

Last, there is the important objective of equity of military obligation which applies to both the Active and Reserve Forces. I want to stress the fact that the plan we propose provides maximum equity.

I would like to expand a little on the first objective. The effectiveness of modern military forces depends on a hard core of men trained in leadership and specialized skills. It takes years to complete the training of many of the men handling new equipment . And this need is not lessening.

The Navy and Air Force particularly, must rely on long-term enlistments. The other services also need long-term enlistments, but not in as great proportions, although their need in this

direction is also increasing with technological changes in equipment. Any sound program must not impair the services' ability to get these enlistments.

At this point let me identify the color scheme employed in our charts, and define certain terms used in the subsequent discussion.

Red denotes the Active Forces.

Blue denotes the new Ready Reserve which we have technically called the "Service Callable Reserve." This is an appropriately organized and trained force, constituting the reserve manpower base for the initial phases of a general mobilization. It is to be a readily available force, subject to call in time of war or in an emergency declared by the Congress or proclaimed by the President.

The National Guard will be part of the "Service Callable Reserve," retaining its traditional position as part of the first line defenses of the Nation. As such it will continue in its present structure, having both State and Federal status.

A continuous screening process will be applied to the "Service Callable Reserve" to provide proper balance of military skills within established strengths, and to assure that individuals possessing critical civilian skills will not be retained in numbers beyond military requirements.

Gray denotes the new Standby Reserve which we have technically called the "Selectively Callable Reserve." This is a non-organized, non-paid reserve pool which will provide experienced personnel for forces to be raised for the secondary phases of mobilization.

The "Selectively Callable Reserve" will be composed largely of personnel who have fulfilled their "Service Callable Reserve" obligation, or who have been transferred thereto as a result of the screening process. Members are liable for recall only in a general mobilization, and their availability for service will be determined by the Selective Service System based on allocation of critical skills between military service and essential civilian activities.

Combat veterans of Korea, or of any other conflict, will be given first consideration for transfer to the "Selectively Callable Reserve."

Green denotes a pool of draft-eligible and available manpower acceptable for military service.

To support the recruiting of long term volunteers, this pool should contain approximately 850,000 men, about the number becoming eligible for military service each year. It is particularly important that the manpower pool contain a heavy proportion of men below 20, because that age group provides more than 85 percent of the volunteers in the Active Forces. It is also important that the pool not rise beyond a level at which some men might pass the age of military liability without having performed military service.

Now we would like to show you the various means by which a young man may fulfill his obligation. Many of these choices may be utilized by all services.

Consider first the source of all available young men eligible and classified for military service.

At the age of 17, a young man may begin fulfilling his military obligation. First, we would like to show you how he may begin by entering upon active military service.

As you know, there are varying periods of enlistments available today. For example, a man may enlist for 3 years in the Army or Marine Corps, and for 4 years in the Navy and Air Force as well as the other services. In addition all services will accept enlistments for longer periods.

Current manpower procurement procedures for the Active Forces will be continued. This will include induction for two years of service to the extent necessary to meet manpower requirements, and continuation of present deferment policies.

Under our plan the period of "Service Callable Reserve" obligation remaining after active service will vary in length according to the time that he has spent on active duty. Thus, a man who has served two years of active duty will incur a six-year obligation in the "Service Callable Reserve". A man who has served for three years on active duty will be obligated for four years in the "Service Callable Reserve" and one year in the "Selectively Callable Reserve."

Likewise, a four-year enlistment will result in an obligation for two years in the "Service Callable Reserve" and two years in the "Selectively Callable Reserve." Five or more years of active service result in immediate transfer to the "Selectively Callable Reserve."

The next columns that we will show represent ways by which young men may enter directly into the Reserve Forces, including the National Guard.

The number of personnel entering the reserve directly will be subject to strict numerical quota control by the President upon the recommendations of the Secretary of Defense and the Joint Chiefs of Staff. This is necessary to take care of changing conditions, and to insure that the manpower pool is neither reduced below the level necessary to sustain recruiting programs for the Active Forces nor permitted to rise beyond a level at which some men might pass the age of military liability without having performed military service.

If, for example, a young man wishes to enlist directly into a reserve for an 8-year obligation, he may do so prior to reaching age 19 with the understanding that he will be called to active duty within two years of his initial enlistment for a period of at least 24 months' active service. Upon his release he resumes his obligation in the "Service Callable Reserve." This program will be used particularly by the Navy and the Air Force, with the Air Force requiring four years of active duty. At this time the Navy plans to permit 30,000 men annually to enter this way.

However, if the young man is willing to undertake a 10-year obligation, we are making two other programs available to him. These are subject to quota controls and at present we expect to let 100,000 a year volunteer into these programs to meet requirements of the Army and Marine Corps.

To repeat, this is essentially a volunteer program for men between the ages of 17 and 19, and it is expected that men will be accepted in the same manner as enlistments in the Active Forces.

Young men entering this program will be required to undergo a 6-months period of active training. Graduates of this training will have a nine and a half year obligation in the "Service Callable Reserve" in either the National Guard or the Army or Marine Corps Reserve. This can be reduced to seven and a half years by fully meeting all training participation requirements.

Quite apart from the need for additional reserve training due to the short period in the Active Forces, we think it is only fair to give the men in this program a longer obligation than those who have served on active duty. So long as he participates in such reserve training as may be required, the six months trainee will be deferred from the draft.

You will note that standard rates of pay, based on the Career Compensation Act, prevail for active service in the five columns on the right.

The rate of pay for the trainee while undergoing the six months' training will be $30 per month as was previously recommended in Public Law 51. Veterans' benefits will not accrue to the man who follows the 6-months training course.

Rates of pay for members of the "Service Callable Reserve" when drilling or attending summer camp will be at standard incentive rates.

There have been expressions of concern that the method of discharging the military obligation represented by the two lefthand columns is either too tough or not tough enough.

We believe we have struck an equitable balance.

For those who think this is too tough, we point out that the length of reserve service should bear some relationship to the length of active training or service.

Young men entering this program are away from home for only six months. They have a choice of service and reserve component.

Also, we believe this program offers an improvement over present statutory provisions for direct entry into the National Guard under which young men receive no active training but undertake, in effect, a 17 or 18 year obligation.

To those who think this is not tough enough, we summarize the following provisions:

a. Unavailable to men 19 years or over.
b. Ten-year obligation.

c. $30 per month for the 6-months' training period.
d. No veterans benefits.
e. Liability for an additional 18 months of active service for failure to participate in required reserve training.
f. Lowest priority for transfer to the Selectively Callable Reserve through operation of the screening process.

A final note that applies to all columns involves qualitative distribution of personnel. In other words, each Service receives its fair share of men of each category of aptitude.

As already mentioned, we have provided a performance incentive technique which is illustrated by this overlay chart. It shows that a man having a reserve obligation can by more active and complete participation shorten the period that he is obligated to participate in the training program.

Let us go back for a moment to the manpower pool.

There has been a good deal of misunderstanding and concern about this manpower pool. It is a reservoir with a continuing fresh intake as men become liable and with a continuing outgo as men move into the Services. As we use the term, the manpower pool is limited to able-bodied men without previous training who are draft eligible, and both physically acceptable and available for military service.

This chart shows that even if the size of the pool is kept fairly constant over a number of years, the particular individuals who are in the pool move out into the Armed Forces and are replaced by others.

As illustrated by the Class of 1935, that is, men born in that year, the class is drawn down over a four-year period by enlistments, inductions and appointments, while in each succeeding year, new classes enter the pool. If this chart were continued, the green area would disappear completely as the men in the Class of 1935 enter the Service before passing beyond the age of military eligibility.

Everyone in the Class eventually is called on to serve, including students deferred through the years of their undergraduate and graduate work.

If the National Reserve Plan should be discontinued at any given time, there obviously will be a large number in the pool who have had no training. But this would be the result of discontinuing any program that concerns itself with the training of an increasing population.

The point is that we simply cannot foresee all the problems that will arise 5 years from now. We cannot foresee today what kind of training will be required after 1959 in view of the weapons and techniques that may be developed in the interim, and the soundness of the plan cannot be judged by what may happen if it is altered after 1959. Therefore, this plan is designed only for the next four years. However, we believe that the principles adopted could be applied to problems which might develop in subsequent periods. The plan must necessarily be re-examined not only at the end of four years but also

at regular intervals before then.

We are not committing the Nation to a long-range military manpower program. Rather, we are directing our attention primarily toward the period immediately ahead, with the knowledge that it will be necessary to revise the plan as our needs change.

We believe that our six-months' training program for men entering the ten-year obligation will enable us to build up reserve forces more rapidly and effectively.

The purpose of the initial training is to prepare the trainees for continued readiness training that they will receive when they enter the "Service Callable Reserve." This will be of particular importance in improving the level of training in units of the National Guard, which under operation of the current program have a high percentage of members without previous training or service.

The program must be a good one, however. It requires not only the provision of suitable training facilities, but also capable instructors drawn from the Active Forces. It has to be well administered and it can work only if the six-months trainees are properly integrated with the men coming out of the Active Forces after longer service.

Our reluctance to embark upon a program that requires any fixed drain on the manpower pool is supported by the Committee on Manpower Resources for the National Security which stated in its report to the Director of the Office of Defense Mobilization:

" ... the Committee wishes to call strongly to the attention of those concerned that the recent variations in estimates of which it has cognizance constitute a convincing argument for great caution in committing the country to a basic change in its program of procuring and training the manpower needed for national security." A similar position regarding the sensitivity of the manpower pool was pointed out in the report issued by the Department of Labor as recently as March 1954.

Although we are talking about 100,000 a year through this program, the dynamic nature of the problem requires that the exact number to be taken for any period be fixed by the President with the advice of the Secretary of Defense and the Joint Chiefs of Staff. Changing conditions over the years of the program in either the National Guard or Reserve could lead to the decision to change this quota.

Now, I would like to show you what our program as a whole will mean in terms of actual men.

By 1959, assuming the maintenance of a 100,000 rate of six-months trainees annually, there would be approximately 750,000 untrained men in the pool available to meet the demands of the Services.

At the same time, there would be the required numbers in the Active Forces, a "Service Callable Reserve" of approximately 3,000,000, and a "Selectively Callable Reserve" broadly estimated at 2,000,000. This is the end product of the Department of Defense program.

In addition to producing the military forces needed for national security, the plan includes two important provisions designed to lessen the impact on civilian economy.

First, our Reserve concept contemplates a constant screening process to move essential civilian personnel out of the "Service Callable Reserve", and to control their subsequent recall through the Selective Service process.

Second, the plan contemplates the use of the six-months' active duty for training in lieu of the present two-year service requirement for highly skilled workers over age 19 in critical defense-supporting industries, when authorized by an Executive Order which would limit its application to specified groups and periods of time.

In addition, the plan has sufficient flexibility to include other features in recognition of civilian needs as these needs manifest themselves.

Our most challenging task is the development of a reserve training program, a mandatory program, that will work.

To start with, we admit the shortcomings of our present reserve program. Over a million and a half of the members of the Ready Reserve are not participating in any training today.

We propose to pursue four complementary approaches to gain compliance with our program.

The first is through education. One great difficulty with our present Reserve training program is that the obligation to participate is not generally known and accepted. In general, neither the potential serviceman nor his family is aware that an 8-year military obligation exists, and they are not mentally conditioned to accept the need for Reserve training after the young man has completed his period of active duty.

We have to start in at the high school level and make this obligation known to everyone. In addition, the information must be generally disseminated through appropriate public channels.

We also have to provide a smoother transition from active service to reserve training.

Our second approach to the enforcement problem is to provide for a better reserve curriculum. Under present conditions many men report to a reserve unit once or twice and then disappear because the courses are not sufficiently productive.

A third proposal is to provide incentives. Participation in the "Service Callable Reserve" training programs will entitle individuals to drill pay and qualify them for promotion and for retirement benefits. The revised pay structure under consideration for the Active Forces will be translated into increased training pay for members of the Reserve Forces.

Our final approach to compliance with reserve training requirements is through enforcement procedures.

Our solution to the enforcement problem is based on the concept that honorable service includes complete fulfillment of all service obligations, reserve service as well as active service. If a man fails to participate in required reserve training he will be warned initially and given ample opportunity to make up time that he has lost.

In the event of continued unsatisfactory participation, the reservist will be given an opportunity to remedy his lost proficiency through active duty. If the reservist refuses to follow this course, then he will be reduced in rating and lose all retirement and remaining veterans' benefits. Upon his discharge he will receive other than an honorable discharge.

We believe that every man of value to the reserve training program will want to maintain his eligibility for an honorable discharge. Appropriate steps will also be taken to make certain that any reservist who fails to take part in required training will not avoid his service liability in the event of an emergency.

In the case of the 6-months trainee, there is relatively little enforcement problem, since we can always have him called back to active duty for an additional one and one-half years' service in the event that he fails to maintain proficiency through reserve training.

The training curricula for the Reserve Forces will be specified by the Services in accordance with their requirements. One basic principle, however, is that the training will be directly related to the need of the individual and his unit.

A man who is to be used as a cook in the Forces, for example, and who is employed as a cook in his regular civilian job, will not be required to participate in a weekly drill program, but may take part in summer training to accomplish integration within the unit.

The costs of the Reserve Plan fall within three categories:

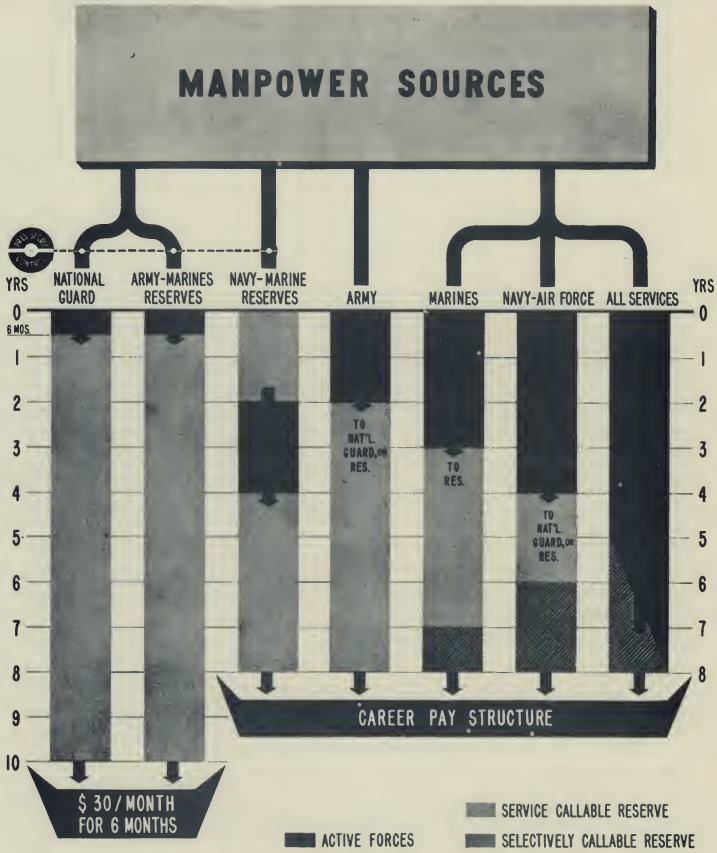
The cost of training six-months trainees, the cost of training Reserve Forces to keep in a state of readiness, and the cost of procuring an equipment stockpile to be used by these Reserve Forces on M-Day.

The aggregate expenditure in these three categories depends, of course, on the numbers trained, the speed of training, and the type of training courses that are required. These factors, in turn, are tied up to the larger problem of the size of the active forces and appropriations authorized by the Congress.

The 4-year program permits us to undertake a gradual and flexible approach with time for periodic review and with sufficient time to prepare for any indicated changes after 1959.

We believe that with a plan of this type, the active forces can be held at a reasonable size complemented by a reserve organized to meet assignments here or abroad under any mobilization action.

ACTIVE AND RESERVE MILITARY SERVICE



STANDARD RATES OF PAY FOR RESERVE PARTICIPATION

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